

DOCUMENT RESUME

ED 384 242

FL 023 089

AUTHOR Christian, Donna; Whitcher, Anna
TITLE Directory of Two-Way Bilingual Programs in the United States. Revised.
INSTITUTION National Center for Research on Cultural Diversity and Second Language Learning, Santa Cruz, CA.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE May 95
NOTE 473p.; For 1991-92 directory, see ED 343 444; for the 1992-93 supplement, see ED 353 833; and for the 1993-94 supplement, see ED 369 265.
PUB TYPE Reference Materials - Directories/Catalogs (132)
EDRS PRICE MF01/PC19 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Program Descriptions; Program Implementation; Second Language Learning; Second Languages
IDENTIFIERS *Two Way Bilingual Education

ABSTRACT

This is an updated and revised edition of the directory produced in 1992, and the supplements of 1993 and 1994, on two-way bilingual programs that integrate language minority and language majority students, providing instruction in and through the two languages in Grades pre-K-12. Languages involved include Arabic, Cantonese, Chinese, French, Japanese, Korean, Navajo, Portuguese, Russian, and Spanish. Each program listed in the previous issues was asked for updated information, and information on 20 new programs was solicited. Information is given by State; brief summary information is listed by district and school. Each listing includes program name; bibliographic information, with telephone numbers; grade levels served; target language used; student selection criteria; recruitment procedures; program materials used, size, and objectives; ethnic statistics; and funding sources. Each listing also includes instructional design and program staffing information, a program evaluation, and community support and viewpoint. The instructional design section offers detailed information on how languages are used in the classes by subject, instructional grouping, program staffing, and computer usage. The evaluation lists components, procedures, and evaluation instruments used. Community support and viewpoint includes parent involvement, community and School Board response to program, advice for starting a program, and the most important feature in the program. (Contains four references.) (NAV)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 384 242

DIRECTORY OF TWO-WAY BILINGUAL PROGRAMS IN THE UNITED STATES

REVISED 1995

DONNA CHRISTIAN AND ANNA WHITCHER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.



THE NATIONAL
CENTER FOR
RESEARCH ON
CULTURAL
DIVERSITY
AND SECOND
LANGUAGE
LEARNING

Directory of Two-Way Bilingual Programs in the United States

*Revised
1995*

National Center for Research on
Cultural Diversity and Second Language Learning

*Donna Christian
Anna Whitcher*

*Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
202-429-9292 (o) 202-659-5641 (f)*

Contents

Preface	v
Introduction	vii
List of Programs by State	xiii
Program Descriptions	
Alaska.....	1
Arizona	5
California.....	37
Colorado.....	203
Connecticut.....	215
District of Columbia	227
Florida	231
Illinois	255
Massachusetts.....	303
Michigan.....	351
Minnesota	359
New Jersey	363
New Mexico	371
New York	375
Oregon.....	523
Pennsylvania.....	527
Texas.....	531
Virginia	567
Wisconsin	591
Index of Programs by Schools and School Districts	595
List of Abbreviations Used	599

Preface

This volume is an updated and revised compilation of three previous products: the directory of *Two-Way Bilingual Programs in the United States*, covering the 1991-1992 academic year, and two supplements for 1992-1993 and 1993-1994. For the update, we asked each program listed in those publications to provide current information for 1994-1995. In addition, we collected information from several programs that had not yet been profiled.

The information on two-way bilingual programs presented in this series is being gathered as part of a study on "Two-Way Bilingual Education: Students Learning through Two Languages" for the National Center for Research on Cultural Diversity and Second Language Learning. This Center is funded by the Office of Educational Research and Improvement of the U.S. Department of Education to conduct research on the education of language minority students in the United States. It is operated by the University of California, Santa Cruz, through the University of California's statewide Linguistic Minority Research Institute, in collaboration with a number of other institutions nationwide, including the Center for Applied Linguistics.

This study could not exist without the cooperation of the schools and school districts reported on here. In particular, we are grateful to the representatives of programs who provided us with large amounts of information and responded to our questions and requests when we called for clarification or to check on the accuracy of our presentation. We called on individuals who had far too much to do already to give their time and energy to this effort, and we appreciate their response. We hope that they will find the results useful.

We also benefited from the assistance and consultation of a number of our colleagues who helped us design the study, contact programs, and produce the finished work. We are particularly indebted to Kathryn Lindholm, whose original work served as a model for the current effort and who advised and assisted us in every phase. Special thanks to Chris Montone for his time and effort in helping us revise and edit the final product. Our thanks go out as well to Deborah Short,

Isolda Carranza, Nancy Rhodes, Dick Tucker and Merrill Swain for their contributions and ongoing support for the project.

Donna Christian
Anna Whitcher
Center for Applied Linguistics

May 1995

Introduction

In a growing number of schools in the United States, educators and communities are turning to *two-way bilingual education* as an effective approach to educating language minority and majority students. In these programs, students learn together through two languages in programs that aim to develop dual language proficiency along with academic achievement. Ideally, half the students in a class share a particular non-English language background (most often Spanish) and they have the opportunity to develop their native language, learn English and progress academically. Their English-background classmates learn a second language along with academic content.

Two-Way Bilingual Education: The Approach

As the profiles of programs that follow will make very clear, there is a great deal of variability in the implementation of two-way bilingual education. Even the term used to refer to programs of this type varies widely: *two-way bilingual*, *developmental bilingual*, *bilingual immersion*, *double immersion*, and *dual language* are some of the labels found. There are, however, certain core features which can be used to characterize, if not define, the approach.

Two-way bilingual programs integrate language minority and language majority students and provide instruction in, and through, two languages. One is the native language of the language minority students (called here the *target* language), and the second is English. These programs provide content area instruction in the target language for a significant portion of the instructional time, and provide for language development in the second language for both groups of students. In order to achieve the full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are sought, and students are integrated for most or all of their content instruction. These programs provide an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

Typical goals for two-way bilingual programs include language, academic, and affective dimensions:

students will develop high levels of proficiency in their first language and in a second language;

students will perform at or above grade level in academic areas in both languages;

students will demonstrate positive cross-cultural attitudes and behaviors, and high levels of self-esteem.

It is important to note that this educational approach does not emphasize language development over academic and social development; the goal is balanced development in all three areas.

For a more detailed discussion of the approach, including rationale and criteria for success, see Christian (1994).

Two-Way Bilingual Programs in the United States

This directory represents an updating and expansion of the list of programs in an earlier directory, produced in 1992, and two supplements, produced in succeeding years, 1993 and 1994. Each program appearing in those volumes was re-contacted and asked to update the information in the profile. Fourteen schools reported that they no longer operate a two-way program (or that a program that was being planned was not in fact implemented), and those profiles were removed. For some programs, updated information was not supplied; those profiles are marked with the year in which the information shown was provided. In addition, twenty new two-way programs are profiled for the first time here.

Table 1 presents a summary of the programs profiled in this directory by state, district and school. Table 2 breaks these programs down by grade level, and Table 3 lists their languages of instruction. These figures show that New York and California continue to have the highest numbers of schools involved in two-way bilingual education. Nationwide, most schools with two-way bilingual programs are providing instruction in Spanish and English at the elementary school level. Variability in the implementation of two-way programs remains extensive; this variability is discussed further in Christian (1994).

Overview of the Directory

Following these introductory comments, the directory begins with a complete listing of schools included in the program profiles, grouped by school district, city, and state. This listing gives a quick overview of the programs included in this directory, with grade levels served and target language used in each. Full profiles of these programs/schools are presented alphabetically in sections by state, and within states, they are grouped by city and school district. Each profile is

formatted the same, for ease of comparison by category across entries. Categories were omitted in cases where no program information was available at this time. Following the profiles is an index, where references by page number can be found for any school or school district included in the directory.

Finally, a list of abbreviations used is provided. In order to condense the presentation of information in the profiles, certain frequently occurring terms were abbreviated. In addition, many programs reported information using locally recognized abbreviations. These abbreviations are explained in the last section.

References

- Christian, D. (1994). *Two-way bilingual education: Students learning through two languages*. Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D., & Mahrer, C. (1992). *Two-way bilingual programs in the United States, 1991-1992*. Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D., & Mahrer, C. (1993). *Two-way bilingual programs in the United States, 1992-1993*. Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.
- Christian, D., & Montone, C. (1994). *Two-way bilingual programs in the United States, 1993-1994*. Santa Cruz, CA and Washington, DC: National Center for Research on Cultural Diversity and Second Language Learning.

Directory (Revised 1995)

Table 1
Two-Way Bilingual Programs, Directory (Revised 1995)

<i>State</i>	<i>Number of Districts</i>	<i>Number of Schools</i>
Alaska	1	1
Arizona	4	8
California	31	58
Colorado	2	5
Connecticut	3	3
District of Columbia	1	1
Florida	2	6
Illinois	3	12
Massachusetts	8	13
Michigan	2	2
Minnesota	1	1
New Jersey	2	2
New Mexico	1	1
New York	28	49
Oregon	1	3
Pennsylvania	1	1
Texas	5	9
Virginia	3	6
Wisconsin	1	1
TOTAL	100	182

Table 2
Grade Levels Served in Two-Way Bilingual Programs,
Directory (Revised 1995)

<i>Grade Levels Served</i>	<i>Number of Schools</i>
Pre-K/K	8
Pre-K/K—5/6	141
3/4—5/6/7	3
Pre-K/K/1—7/8	11
6—9	16
K—10/12	2
9—12	1

Table 3
*Languages of Instruction in Two-Way Bilingual Programs,
Directory (Revised 1995)*

<i>Language of Instruction</i>	<i>Number of Schools</i>
Spanish/English	167
Korean/English	4
French/English	2
Navajo/English	2
Cantonese/English	2
Chinese/English	1
Arabic/English	1
Japanese/English	1
Russian/English	1
Portuguese/English	1

List of Programs by State

State/City	School	Grade Levels	Language
ALASKA			
Anchorage			
	Government Hill Elementary	K-3	Spanish
ARIZONA			
Phoenix			
	M.L. King Elementary	K-4	Spanish
	Valley View Elementary	K-3	Spanish
Rock Point			
	Rock Point Community School	K-12	Navajo
Tuba City			
	Tuba City Primary	K-3	Navajo
Tucson			
	Hollinger Elementary	Pre-K-6	Spanish
	Davis Bilingual Magnet	K-5	Spanish
	Roskrige Elementary	K-5	Spanish
	Roskrige Magnet Middle	6-8	Spanish
CALIFORNIA			
Altadena			
	Altadena Elementary	Pre-K-2	Spanish
Artesia			
	Elliot Elementary	K-5	Portuguese
	Niemes Elementary	K-4	Spanish
Barstow			
	Hinkley Elementary/Middle	K-8	Spanish
Culver City			
	Culver City Middle	6-8	Spanish
Davis			
	West Davis Elementary	K-3	Spanish
	West Davis Intermediate	4-6	Spanish

State/City	School	Grade Levels	Language
------------	--------	--------------	----------

CALIFORNIA, continued

Fallbrook

Fallbrook Street School	K-3	Spanish
Maie Ellis School	K-3	Spanish
La Paloma	4-6	Spanish

Fremont

Azevada Elementary	1-6	Spanish
Blacow Elementary	1-6	Spanish
Vallejo Mill Elementary	1-6	Spanish

Fullerton

Sunny Hills High	9-12	Korean
------------------	------	--------

Half Moon Bay

Alvin S. Hatch Elementary	K-3	Spanish
---------------------------	-----	---------

Healdsburg

Fitch Mountain	K-2	Spanish
Foss Creek Elementary	3-6	Spanish

Long Beach

Patrick Henry Elementary	K-5	Spanish
--------------------------	-----	---------

Los Angeles

Cahuenga School	K-2	Korean
Denker Avenue School	K-2	Korean
Wilton Place School	K-2	Korean
Weigand Avenue School	K-4	Spanish
Grand View Boulevard School	K-3	Spanish
Hamlin Street School	K-3	Spanish
Limerick Avenue School	K-3	Spanish

Napa

Westwood Elementary	K-2	Spanish
---------------------	-----	---------

Oakland

Lazear Elementary	K-6	Spanish
-------------------	-----	---------

Pomona

Westmont Elementary	K-3	Spanish
---------------------	-----	---------

Redwood City

John Gill	K-1	Spanish
Orion	K-1	Spanish

State/City	School	Grade Levels	Language
CALIFORNIA, continued			
Saddleback Valley			
	Gates Elementary	K-3	Spanish
San Clemente			
	Las Palmas Elementary	K-1	Spanish
San Diego			
	Washington Elementary	Pre-K-6	Spanish
	Lee Elementary	K-6	Spanish
San Francisco			
	Buena Vista Elementary	K-5	Spanish
	Clarendon Elementary	K-5	Japanese
	Cleveland Elementary	K-5	Spanish
	Edison Elementary	K-5	Spanish
	Golden Gate Elementary	K-5	Cantonese
	Wah Mei School	Pre-K	Cantonese
San Jose			
	Meyer School	1-2	Spanish
	River Glen Elementary	K-7	Spanish
	John Muir Middle	3	Spanish
San Mateo			
	Fiesta Gardens International	K-2	Spanish
Santa Cruz			
	DeLaveaga Elementary	1	Spanish
Santa Monica			
	Edison Elementary	K-5	Spanish
	John Adams Middle	6-8	Spanish
	Santa Monica High School	9	Spanish
Santa Paula			
	Glen City Elementary	K-4	Spanish
Santa Rosa			
	Roseland Elementary	K-3	Spanish
Vacaville			
	Edwin Markham Elementary	K-3	Spanish
Valley Center			
	Valley Center Primary	K-1	Spanish

<u>State/City</u>	<u>School</u>	<u>Grade Levels</u>	<u>Language</u>
-------------------	---------------	---------------------	-----------------

CALIFORNIA, continued

Valley Center, cont.

Valley Center Elementary (Lower & Upper)	2-5	Spanish
Valley Center Middle	6	Spanish

Watsonville

Alianza School	K-2	Spanish
----------------	-----	---------

Windsor

Cali Calmécac	K-8	Spanish
---------------	-----	---------

Woodland

Beamer Park Elementary	K-6	Spanish
Lee Junior High	7	Spanish

COLORADO

Boulder

Casey Middle	6-8	Spanish
Escuela Bilingüe Washington	K-5	Spanish

Fort Lupton

Twombly Primary	Pre-K-K	Spanish
Butler Elementary	1-4	Spanish
Fort Lupton Middle	5-6	Spanish

CONNECTICUT

New Haven

Clinton Avenue Language Academy	K-4	Spanish
---------------------------------	-----	---------

New London

Regional Multicultural Magnet	K-2	Spanish
-------------------------------	-----	---------

Windham

Windham Center	K-2	Spanish
----------------	-----	---------

DISTRICT OF COLUMBIA

James F. Oyster Bilingual Elementary	Pre-K-6	Spanish
--------------------------------------	---------	---------

State/City	School	Grade Levels	Language
------------	--------	--------------	----------

FLORIDA

Miami

Caribbean Elementary	Pre-K-5	Spanish
Coral Way Bilingual Elementary	Pre-K-5	Spanish
Marjory Stoneman Douglas Elementary	Pre-K-5	Spanish
Southside Elementary	K-5	Spanish

Pompano Beach

Broadview Elementary	K-5	Spanish
Pompano Beach Middle	6	Spanish

ILLINOIS

Carpentersville

Dorothy deLacey Early Childhood Education Center	K	Spanish
--	---	---------

Chicago

Inter-American Magnet	Pre-K-8	Spanish
Sabin Magnet	K-8	Spanish
Cesar Chávez	K-2	Spanish
Frank W. Reilly	Pre-K-4	Spanish
George Pullman	K-4	Spanish
Helen C. Peirce	K-4	Spanish
Joseph Brennenmann	K-4	Spanish
Kanoon Magnet	K-8	Spanish
Rodolfo Lozano	K-4	Spanish
Ruben Salazar	Pre-K-6	Spanish

Schaumburg

MacArthur School	K	Spanish
------------------	---	---------

MASSACHUSETTS

Arlington

Ecole Bilingue	Pre-K-6	French
----------------	---------	--------

Boston

Agassiz School	K-1	Spanish
Grover Cleveland	6-8	Spanish
Rafael Hernandez Elementary	K-8	Spanish
Joseph J. Hurley Elementary	K-5	Spanish

MASSACHUSETTS, continued

Cambridge

Maynard School	K-8	Spanish
Kennedy School	K-8	Spanish

Dorchester

John Marshall School	K-5	Spanish
Sarah Greenwood School	K-3	Spanish

Framingham

Barbieri School	K-5	Spanish
-----------------	-----	---------

Holyoke

Magnet Middle School for the Arts	6-8	Spanish
-----------------------------------	-----	---------

Salem

Federal Street School	K-5	Spanish
-----------------------	-----	---------

Springfield

Elias Brookings School	K-3	Russian
------------------------	-----	---------

MICHIGAN

Dearborn

Iris Becker	Pre-K-1	Arabic
-------------	---------	--------

Detroit

The Academy of the Americas	Pre-K-2	Spanish
-----------------------------	---------	---------

MINNESOTA

Minneapolis

Emerson Spanish Immersion Learning Center	K-8	Spanish
---	-----	---------

NEW JERSEY

Atlantic City

New Jersey Avenue School	K-3	Spanish
--------------------------	-----	---------

Englewood

Quarles School	Pre-K-K	Spanish
----------------	---------	---------

NEW MEXICO

Albuquerque

Alvarado Elementary	1-5	Spanish
---------------------	-----	---------

NEW YORK

Bay Shore

Brook Avenue School	K-4	Spanish
South County School	K-4	Spanish
Mary G. Clarkson School	K-4	Spanish

Beacon

South Avenue School	K-4	Spanish
---------------------	-----	---------

Buffalo

Herman Badillo Bilingual Academy, #76	3-7	Spanish
---------------------------------------	-----	---------

Fallsburg

Benjamin Cosor Elementary	K-2	Spanish
---------------------------	-----	---------

Huntington

Oakwood Primary Center	K	Spanish
------------------------	---	---------

Larchmont

The French-American School of New York	Pre-K-10	French
--	----------	--------

Long Beach

Blackheath Elementary	Pre-K-3	Spanish
Lido Elementary	Pre-K-3	Spanish
Lindell Elementary	Pre-K-3	Spanish

Mt. Vernon

Hamilton Elementary	K-6	Spanish
---------------------	-----	---------

New Windsor

Temple Hill Academy	K-2	Spanish
---------------------	-----	---------

New York City, Bronx

PS #60 (CSD 8)	K-2	Spanish
PS #62 (CSD 8)	K-2	Spanish
PS #75 (CSD 8)	K-2	Spanish
CES 88x (CSD 9)	K-2	Spanish
PS #9 (CSD 10)	1-3	Spanish
PS #106x, The Parkchester School (CSD 11)	K-2	Spanish
PS #103x, Parkway School (CSD 11)	K-2	Spanish

State/City	School	Grade Levels	Language
------------	--------	--------------	----------

NEW YORK, continued

New York City, Brooklyn

PS #1 (CSD 15)	K-5	Spanish
PS #304 (CSD 16)	3-5	Spanish
PS #13 (CSD 19)	K-2	Spanish
IS #302 (CSD 19)	7-8	Spanish
PS #314, Luis Munoz Marin (CSD 20)	K-3	Spanish
PS #322K (CSD 23)	Pre-K-1	Spanish
PS #155K (CSD 23)	K-2	Spanish

New York City, Manhattan

PS #19 (CSD 1)	K-3	Spanish
PS #188 (CSD 1)	K-2	Spanish
PS #1 (CSD 2)	Pre-K-3	Chinese
PS #75 (CSD 3)	K-5	Spanish
PS #84 (CSD 3)	K-6	Spanish
PS #87 (CSD 3)	K-4	Spanish
PS #144 (CSD 3)	K-3	Spanish
PS #165 (CSD 3)	K-4	Spanish
PS #191 (CSD 3)	K-3	Spanish
Dual Language Middle School (CSD 3)	6-8	Spanish
PS #7 (CSD 4)	K-2	Spanish
PS # 112 (CSD 4)	K-2	Spanish
PS #83 (CSD 4)	K-2	Spanish
PS #121 (CSD 4)	K-2	Spanish
Don Pedro Albizu Campos (CSD 5)	K-2	Spanish
John H. Finley (CSD 5)	K-2	Spanish
PS #98 Discovery School (CSD 6)	K-3	Spanish
IS #136, Harriet Beecher Stowe (CSD 6)	7-8	Spanish

New York City, Queens

PS #60 (CSD 27)	K-2	Spanish
PS #11 (CSD 30)	K-2	Spanish

Port Chester

John F. Kennedy Magnet School	1-3	Spanish
-------------------------------	-----	---------

Rochester

PS #12, J. P. B. Duffy School	K-5	Spanish
-------------------------------	-----	---------

State/City	School	Grade Levels	Language
------------	--------	--------------	----------

OREGON

Salem

Kennedy Elementary	K-3	Spanish
Highland Elementary	K-5	Spanish
Bush Elementary	K-5	Spanish

PENNSYLVANIA

Philadelphia

Potter Thomas School	K-5	Spanish
----------------------	-----	---------

TEXAS

Baytown

Crockett Elementary	K	Spanish
Lorenzo DeZavala Elementary	K-1	Spanish

El Paso

Rivera Elementary	1-5	Spanish
Rusk Elementary	1-5	Spanish
Eastwood Heights Elementary	Pre-K-1	Spanish

Houston

Herod Elementary	K-2	Spanish
Hollibrook Elementary	K-3	Spanish

Lufkin

Slack Elementary	K-2	Spanish
------------------	-----	---------

San Antonio

Burleson Elementary	Pre-K-2	Spanish
---------------------	---------	---------

VIRGINIA

Alexandria

John Adams Elementary	1-4	Spanish
-----------------------	-----	---------

Arlington

Abingdon Elementary	1-3	Spanish
Key Elementary	K-5	Spanish
Oakridge Elementary	1-3	Spanish
Williamsburg Middle	6-8	Spanish

<u>State/City</u>	<u>School</u>	<u>Grade Levels</u>	<u>Language</u>
-------------------	---------------	---------------------	-----------------

VIRGINIA, continued

Falls Church

Bailey's Elementary

1-5

Spanish

WISCONSIN

Milwaukee

La Escuela Fratney

K-5

Spanish

**Anchorage School District
Anchorage, Alaska**

Project Exito: A Model of Success for Students and Parents

School:

Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-4223

Contact persons:

Janice Gullickson
Foreign Language Coordinator
Anchorage School District
4600 DeBarr Road
Anchorage, AK 99508
907-269-2277

Laurel Derksen
Program Development Specialist
Government Hill Elementary
525 Bluff Drive
Anchorage, AK 99501
907-277-5018

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1993

Grade level increases planned:
One grade level per year to grade 6

Ethnic/racial breakdown of school:
41.3% White; 18% Alaskan Native/Native American; 13.1% Black; 9% Asian Pacific Islander; 18.6% Hispanic

Program size:

Grade level	# of classes	Class size
K	2	24
1	2	23
2-3	2	20

Criteria for selecting and accepting students:***Spanish speakers:***

LEP children who will be entering grades K-3

English speakers:

Government Hill students (and their siblings) will be given priority in the Spring lottery; students outside the attendance area will be placed on the waiting list and can participate in subsequent lotteries

Funding sources:

Title VII DBE Grant

Program materials available to others:

- Brochure
- Parent handbook
- Instructional handbook
- Video on program (in production)

Recruitment procedures:

Brochure, parent liaison visits homes, schools, churches

Program Objectives:

- Students will achieve academically at grade level
- Students will develop language proficiency in both English and Spanish
- Students will develop positive self-esteem and cultural awareness and sensitivity
- Exito! will train staff and parents to be effective educators of the program's students
- Exito! parents will participate as full partners in the education of their children

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-3 50%

**Method of separating languages
for instruction:**
By teacher and by block of time

**Language used for content area subjects
and electives:**

K-3—Spanish instruction:

Science, Math, Spanish Language Arts, Art,
Music

K-3—English instruction:

Social Studies, English Language Arts, Art,
Music, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

English and Spanish

Instructional grouping:
Students will be integrated for instruction the
entire day.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 full time bilingual coordinator
- 4 full time bilingual aides
- 1 part time bilingual secretary
- 1 part time bilingual parent liaison

Computer use:
In English; Spanish software on order

Curriculum/materials development:
Thematic units for Science, Math, and Language
Arts

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency

SOLOM, Emerging Literacy Assessment Form
(Chapter 1 assessment)

English language proficiency

IPT, SOLOM, Emerging Literacy Assessment
Form

Academic achievement in target language

La Prueba

Academic achievement in English

ITBS

Self-esteem/competence

Pictorial Scale of Perceived Competence and
Acceptance for Young Children**COMMUNITY SUPPORT AND VIEWPOINT****Parent involvement:**

- Parent advisory board
- Parent liaison
- Parent classes on various topics including parenting and Spanish and English language lessons

Community responses to the program:

- Extremely positive

School Board's view of the program:

- Very supportive

Advice to start-up programs:

- Have instructional aides in place before beginning of the year
- Consider limiting times when parents can visit classrooms in order to limit disruptions to teaching

Most important feature of the program:

- Emphasis on bilingualism and multiculturalism with a focus on the home-school connection
- Commitment of the parents is a vital key to the success of the program
- The fact that this program is a model program for the Anchorage community is very important; the model may later be replicated for a different language

**Roosevelt School District
Phoenix, Arizona**

Developmental Bilingual Education Program*

School:

M.L. King Elementary School
4615 South 22nd Street
Phoenix, AZ 85040
602-243-4910

Contact persons:

Clementina Montiel Salinas
Director of Multicultural Education
Roosevelt School District
6000 South 7th Street
Phoenix, AZ 85040
602-243-4895

Mavis Edwards

Principal
M.L. King Elementary School
4615 South 22nd Street
Phoenix, AZ 85040
602-243-4910

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
30% Hispanic; 67% Black; 3% White

Criteria for selecting and accepting students:

Spanish speakers:

Need; test scores; interest

English speakers:

Interest; test scores

Recruitment procedures:

- Home school advises parents
- Open house
- Word of mouth
- District-wide information

Grade level(s) of the program:
K-4

Grade level increases planned:
The program continues in modified form at
P.L. Julian School (Grades 5-8)

Program size:

Grade level	# of classes	Class size
K	1	20
1	1	20
2	1	26
3	1	20
4	1	16

Funding sources:
District funding

Program materials available to others:
•Newsletter

**Two schools are involved with the Roosevelt School District Two-Way Bilingual Program. Each school has a separate entry.*

Program Objectives:

- To provide instruction in English and Spanish
- To enable students to achieve competency and literacy in both languages
- To provide a curriculum which includes the history and culture of Arizona and the United States as well as customs and values of Hispanic culture
- To enable students to master language skills and subject matter

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING
--

**Percent of time Spanish
is used for instruction:**
K-4 50%

Instructional grouping:
Teachers use cooperative learning, peer tutoring,
small group instruction, and whole group
instruction.

**Method of separating languages
for instruction:**

By teacher: subjects and days are determined by
the teacher

**Percent of program teachers
proficient in both languages:**
100%

**Languages used for content area subjects
and electives:**

K-2—Spanish instruction:

All core subjects

K-2—English instruction:

All core subjects, Music, Art, PE

3-4—Spanish instruction:

All core subjects

3-4—English instruction

All core subjects, Art, PE

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 full time ESL teacher

Computer use:

Computer use in English and Spanish

Language of initial reading instruction:

Spanish speakers:

English and Spanish

English speakers:

English and Spanish

PROGRAM EVALUATION

Evaluator:

Program is not evaluated on a regular basis.

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

LAS

English language proficiency

LAS

Academic achievement in Spanish

District Assessment Plan (DAP)

Academic achievement in English

ITBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visitations and classroom assistance
- Monthly parent workshops and PTSO
- Parents are encouraged to become involved and to volunteer time at the school

Community responses to the program:

- Parents are supportive of the program
- There is a waiting list of students that parents want to place in the program

School Board's view of the program:

- In addition to a unanimous decision on the implementation of this program, the district has committed to a two-way developmental program through the strategic planning process

Advice to start-up programs:

- Begin with two grades at a time
- Involve community in the planning as well as the implementation stage

Most important feature of the program:

- Commitment to genuine language learning through a culturally sensitive curriculum model and community involvement

**Roosevelt School District
Phoenix, Arizona**

Developmental Bilingual Education Program

School:

Valley View Elementary School
8220 South 7th Avenue
Phoenix, AZ 85041
602-243-4926

Contact Persons:

Clementina Salinas
Multicultural Pre K-2
Roosevelt School District
6000 South 7th Street
Phoenix, AZ 85040-4294
602-243-4826

John Wann
Principal
Valley View Elementary School
8220 South 7th Avenue
Phoenix, AZ 85041
602-232-4980

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1992

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
68% Hispanic; 15% Black; 15% White; 2% Other

Program size:

Grade level	# of classes	Class size
K	2	19
1	2	25
2	1	25
3	1	25

Criteria for selecting and accepting students:

Spanish speakers:

All LEP students and their families in the Valley View attendance area are invited to participate

English speakers:

An equal number of English-only students are served by parent request or approval

Funding sources:
Title VII DBE Grant

Recruitment procedures:

- Parent request
- Teacher recommendation and parent approval

Program Objectives:

- To maintain a classroom composition of 50% English dominant students and 50% Spanish dominant students, including newly arrived non-English speaking immigrants
- To promote English language proficiency for LEP students
- To promote second language proficiency for English-only students
- To realize high levels of subject matter achievement for both Spanish dominant and English dominant students
- To provide a challenging curriculum which facilitates the development of English and Spanish

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-3 80%

Instructional grouping:
Teachers use heterogeneous grouping and collaborative working groups.

**Method of separating languages
for instruction:**
By time and subjects

**Percent of program teachers
proficient in both languages:**
100%

**Languages used for content area subjects
and electives:**

K-1—Spanish instruction:

All core subjects

K-1—English instruction:

Art, Music, PE, School Social Skills, Money,
Time

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 3 full time bilingual aides
- 1 part time bilingual aide
- 1 part time parent liaison

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Curriculum/materials development:
Staff have developed the following materials in
Spanish: *Writing Process*, *Literature Based
Integrated Curriculum*, and *Hands on Math and
Science*.

PROGRAM EVALUATION

Evaluator:

Dr. Frank Ciriza
(no address provided)

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

LAS

English language proficiency

LAS

Academic achievement in Spanish

La Prueba

Academic achievement in English

ITBS

Language Arts and Mathematics

ASAP

Social Studies and Science

Portfolios

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Training program through local community college
- Community liaison is responsible for community contact and other project activities

Community responses to the program:

- High turn-out for parent workshops
- High degree of involvement of non-English speaking parents

School Board's view of the program:

- In addition to a unanimous decision on the implementation of the program, the district has committed to a two-way developmental program through the strategic planning process

Advice to start-up programs:

- Inquire about resource people who know Title VII
- Involve community and staff in the development of the program

Most important feature of the program:

- Commitment to genuine language learning through a culturally-sensitive curriculum model and community involvement

**Rock Point Community School
Rock Point, Arizona**

Bilingual Education Program

Schools:

Rock Point Community School
Highway 191
Rock Point, AZ 86545
602-659-4221

Contact persons:

Stella Tsinajinnie (K-6) & Melvin Arthur (7-12)
Rock Point Community School
Highway 191
Rock Point, AZ 86545
602-659-4221

BACKGROUND INFORMATION

Languages used in the program:

Navajo/English

Grade level(s) of the program:

K-12

Year program began:

1968

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K-3	8	24
4	2	24
5	1	29
6	1	35
7-12	6	28

Ethnic/racial breakdown of school:

99% Navajo; 1% Other

Criteria for selecting and accepting students:

No formal criteria

Funding sources:

ISEP; Title V for Applied Literacy Program

Recruitment procedures:

None

Program materials available to others:

•Student bilingual newspaper

Program Objectives:

- Students will become proficient speakers, readers, and writers of the Navajo and English languages
- Students will acquire cultural knowledge of at least two cultures: Navajo and Anglo-American
- Students will develop critical thinking skills in Navajo and English

Based on information provided in 1994. Updated information not available.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Navajo is used for instruction:

K-5	50%
6	25%
7-12	15%

Method of separating languages for instruction:

By block of time, subject

Languages used for content area subjects and electives:**K-5—Navajo instruction:**

Reading, Language Arts, Math, Science, Social Studies, Health

K-5—English instruction:

Reading, Language Arts, Math, Science, Social Studies, Health

6—Navajo instruction:

Navajo Literacy class, Social Science (one semester), Science (one semester)

6—English instruction:

Reading, Language Arts, Math, Science, Social Studies, Health, P.E.

7-12—Navajo instruction:

Applied Literacy, Navajo Social Studies, Electives

7-12—English instruction:

Reading, Language Arts, Math, Science, Social Studies, Health, P.E., Home Economics, Shop, Electives

Language of initial reading instruction:**Navajo speakers:**

Navajo

English speakers:

English

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%**Percent of program staff proficient in both languages:**
100%**Additional program staff:**

- 2 full time elementary evaluators
- 1 full time secondary evaluator
- 1 full time Math/Science coordinator

Computer use:

In English and Navajo

Curriculum/materials development:

Elementary-level storybooks in Navajo; Social Studies materials in Navajo; teaching guides in Navajo and English

PROGRAM EVALUATION

Evaluator:

Thomas Benally, Priscilla Chee, Florian Johnson
 Rock Point Community School
 Highway 191
 Rock Point, AZ 86545
 602-659-4221

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	Local CRTs
English language proficiency	CTBS
Academic achievement in target language	Local CRTs
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils and school visits
- Elected Parent Involvement Committee
- Parent-Teacher conferences
- Parent nights

Community responses to the program:

- Majority of community supports the bilingual program

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Design a program to fit the specific needs of the community
- Be willing to commit time, money, and resources needed for the program to succeed
- Welcome visitors to exchange ideas and materials

Most important feature of the program:

- Over 90% of the academic staff are members of the Navajo tribe and are excellent bilingual role models

**Tuba City Unified School District #15
Tuba City, Arizona**

Dual Language Program

Schools:

Tuba City Primary School
Box 67
Tuba City, AZ 86045
602-283-6277

Contact persons:

Ray L. Vernon
Principal/Bilingual Director
Box 67
Tuba City, AZ 86045
602-283-6277

Louise Scott
Box 67
Tuba City, AZ 86045
602-283-6277

BACKGROUND INFORMATION

Languages used in the program:
Navajo/English

Grade level(s) of the program:
K-3

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
95% Native American, 5% Other

Program size:

<i>Grade</i>	<i># of classes</i>	<i>Class size</i>
K	2	20
1	2	25
2	2	22
3	2	24

Criteria for selecting and accepting students:

Navajo speakers:

Parental request; language assessment: Navajo must be dominant language

English speakers:

Parental request; language assessment

Funding sources:

Title VII and district funds

Recruitment procedures:
None

Program materials available to others:

- Dual Language Program Instructor's Manual
- Navajo literacy curriculum materials

Program Objectives:

- By the end of the fourth grade the Navajo-dominant LEP students will have significantly increased their capacity to function in the English curriculum, and English-proficient students will have significantly increased their capacity to function in the Navajo curriculum
- Navajo-dominant LEP students will become literate in their native language and in English
- English-proficient students will develop high levels of proficiency in Navajo while making normal progress in their first language development
- Both language groups will perform academically at grade level, develop positive attitudes toward the two languages and the communities they represent, and develop a positive self image
- Navajo language curriculum materials will be significantly increased
- Non-certified staff and certified teachers will increase their levels of academic preparation; a significant number of instructional aides will acquire teaching credentials
- Parental involvement will increase significantly

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Navajo is used for instruction:

K	50%
1	50%
2	50%
3	50%

Method of separating languages for instruction:

By block of time, theme, and teacher

Languages used for content area subjects and electives:**K-3—Navajo instruction:**

Language Arts, Reading, Writing, Social Studies, Science, Health, Art

K-3—English instruction:

Language Arts, Reading, Writing, Social Studies, Science, Math, Health, Art

Language of initial reading instruction:**Navajo speakers:**

Navajo

English speakers:

English

Instructional grouping:

LEP and EP students are integrated for 3-4 hours a day and separated for Math and higher level academics in all areas.

Percent of program teachers proficient in both languages:

67%

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 6 full time bilingual aides
- 1 part time language development/instructional specialist
- 1 full time parent coordinator

Computer use:

None

Curriculum/materials development:

Dual Language Program Instructor's Manual in Navajo and English, including topical themes developed by principal and staff

PROGRAM EVALUATION

Evaluators:

Karen Swisher
 Arizona State University
 Center for Indian Education
 Box 871311
 Tempe, AZ 85827-1311

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	WROL
English language proficiency	IPT
Academic achievement in target language	Portfolios
Academic achievement in English	ITBS/Portfolios
Self esteem/competence	Self Esteem Profile
Attitudes	Reading Attitude Inventory
Others	District Assessment Program, Language Arts Continuums

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations

Community responses to the program:

- Parents have demonstrated their support by speaking out at Board meetings to ensure continuation of the program and by asking for increased time in the Navajo language

School Board's view of the program:

- 100% supportive

Advice to start-up programs:

- Do your homework; involve key people; visit model programs

Most important feature of the program:

- Positive attitude on the part of the administration, staff, students, and parents; principal is very knowledgeable about bilingual education

**Hollinger Elementary School
Tucson, Arizona**

Two-Way Developmental Bilingual Education Program

Schools:

Hollinger Elementary School
150 W. Ajo Way
Tucson, AZ 85713
602-798-2740

Contact persons:

Maria C. Patterson
Principal
150 W. Ajo Way
Tucson, AZ 85713
602-798-2740

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1986

Ethnic/racial breakdown of school:

93% Hispanic; 4% Native American; 2% White;
1% Black

Criteria for selecting and accepting students:***Spanish speakers:***

Native language ability as determined by LAS

English speakers:

Native language ability as determined by LAS

Recruitment procedures:

None

Grade level(s) of the program:

Pre-K-6

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
PACE*	1	20
K	6	20
1	5	25
2	5	26
3	4	29
4	4	25
4/5	1	26
5	3	26
6	4	28

Funding sources:

Chapter 1 and district funds

Program materials available to others:

•Brochure

*Parent And Child Education (Pre-K)

Program Objectives:

- To develop proficiency and literacy in Spanish and English
- To maintain and preserve cultural heritage and pride
- To develop a bilingual, multicultural community of students
- To provide bilingual education opportunities to students K-12 as part of a feeder school program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	75%
3	65%
4-6	50%

Method of separating languages for instruction:

- 1-3: by teacher
4-6: by subject, theme, day, week

Languages used for content area subjects and electives:**K-3—Spanish instruction:**

Language Arts, Social Studies, Science, Math, SSL

K-3—English instruction:

Art, Music, P.E., ESL

4-6—Spanish instruction:

Language Arts, Social Studies, Science, SSL

4-6—English instruction:

Math, Science, Social Studies, Music, P.E., ESL

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

K-3 LEP and EP students integrated for about 40% of the day; 4-6 students fully integrated

Percent of program teachers proficient in both languages:

97%

Percent of program staff proficient in both languages:

62.5%

Additional program staff:

- 2 full time special education assistants
- 3 full time Chapter 1 aides
- 1 full time family support liaison
- 1 part time librarian
- 1 full time computer technician
- 20 part time bilingual aides

Computer use:

In English and Spanish

Curriculum/materials development:

Classroom teachers supplement English and Spanish instructional materials.

PROGRAM EVALUATION

Evaluator:

Kathleen Silvers (Chapter 1 Evaluator)
1010 E. 10th St
Tucson, AZ 85717
602-798-2020

Dr. Leonard Basurto (Bilingual Ed. Dept.)
1010 E. 10th St.
Tucson, AZ 85717
602-882-2441

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

SLAPA

LAPA

District and state assessments

District and state assessments

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Adult ESL, GED, and computer literacy classes
- Home visits (by faculty and staff)

Community responses to the program:

- Excellent

School Board's view of the program:

- Positive and considered an exemplary program

Advice to start-up programs:

- Invest time in design
- Train faculty
- Provide an enrichment model (additive bilingualism)
- Have patience in results (5-7 years)

Most important feature of the program:

- Provide strong language instruction in both languages
- Year-round education program with 3 week academies between 12-week sessions

**Tucson Unified School District
Tucson, Arizona**

Davis Bilingual Magnet School

School:

Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-617-6420

Contact persons:

Dr. Guadalupe G. Romero
Principal
Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-617-6420

José Olivas
Curriculum Specialist
Davis Bilingual Magnet School
500 West Saint Mary's Road
Tucson, AZ 85701
602-617-6420

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1980

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	20
1	2	24
2	2	24
3	2	24
4	2	24
5	2	24

Ethnic/racial breakdown of school:
69% Hispanic; 5% Black; 25% White;
1% American Indian

Criteria for selecting and accepting students:***Spanish speakers:***

Students who live within school boundaries and who will not negatively affect school desegregation

English speakers:

Students who live within school boundaries and who will not negatively affect school desegregation

Funding sources:

Local school district; Magnet funds;
Desegregation funds

Program materials available to others:

- Magnet school brochures
- School handbook

Recruitment procedures:

- Magnet office sends letters to parents in targeted areas
- Open house

Program Objectives:

- To help each student become bilingual and biliterate with respect for and knowledge of different cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-2	80%
3-5	60%

Method of separating languages for instruction:

By subject and units

Languages used for content area subjects and electives:**K-5—Spanish instruction:**

Reading/Language Arts, Science, Math, Social Studies, Art, Music, P.E.

K-5—English instruction:

Reading/Language Arts, Science, Math, Social Studies, Art, Music

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Students are integrated for all subjects except for language arts instruction in their native language. Students work in cooperative learning groups.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 16 full time bilingual aides
- 1 full time P.E. specialist
- 1 full time art specialist
- 1 full time music specialist
- 1 part time language disabilities specialist
- 1 part time speech specialist
- 1 full time librarian

PROGRAM EVALUATION

Evaluator:

Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
602-882-2441

Evaluation components and procedures:**Items under assessment**

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

LAS

LAS

La Prueba, SLAPA

ITBS, ASAP, LAPA

Project Pride

Project Pride

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, and classroom assistance

Community responses to the program:

- Excellent -- there is a waiting list from outside neighborhood boundaries
- Neighborhood is proud of the school and parents are actively involved

School Board's view of the program:

- Very supportive.

Advice to start-up programs:

- Involve parents and community every step of the way
- Educate parents on the need of such programs
- Ensure that teachers are trained and committed to children

Most important feature of the program:

- Well-trained and caring teachers who believe that all children can and will learn
- Teachers who are committed to bilingual education

**Tucson Unified School District
Tucson, Arizona**

Roskruge Bilingual Education Program*

School:

Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Contact persons:

Conrado Gomez
Principal
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Carmen Campuzano
Assistant Principal
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Celia Oropeza
Curriculum Specialist
Roskruge Elementary School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1990

Grade level increases planned:
Elementary students continue at the middle school magnet program.

Ethnic/racial breakdown of school:
60% Hispanic; 10% Black; 23% White;
3% Asian; 4% American Indian

Program size:

Grade level	# of classes	Class size
K	2	19
1	1	25
2	1	25
3	1	27
4	1	27
5	1	28

Criteria for selecting and accepting students:
No criteria

Other non-native English speakers in the program:
Chinese, Portuguese, and Vietnamese

Funding sources:
Local school district

Recruitment procedures:
•75% of student population comes from local attendance area
•Additional 25% are primarily siblings of students in the middle school program

Program materials available to others:
•Program models
•School handbook
•Parent newsletter

**The elementary program and middle school program each have a separate entry.*

Based on information provided in 1993. Updated information not available.

Program Objectives:

- To provide an entry level bilingual program for elementary students who will continue through the middle school magnet program
- To develop required skills, knowledge, and cognitive abilities in the native language
- To provide second language acquisition

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	80%
2	70%
3	60%
4-5	50%

Method of separating languages for instruction:

By subject, units, individual needs, and on a weekly basis

Languages used for content area subjects and electives:**K-5—Spanish instruction:**

Reading Readiness (for Spanish speakers), Social Studies, Math, Science, Art, P.E., Music, Computers

K-5—English instruction:

Reading Readiness (for English speakers), Social Studies, Math, Science, Art, P.E., Music, Computers

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Instructional grouping varies from total group, cooperative learning centers, and independent work according to the instructional purpose. Students are grouped by native language ability for reading and by second language ability for ESL or SSL placement. Bilingual students work in either language. Groups are flexible and students move continuously.

Percent of program teachers proficient in both languages:

86%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 2 full time bilingual aides
- 5 part time bilingual aides
- 1 full time bilingual language enrichment communicative skills/reading recovery specialist
- 1 full time bilingual resource specialist
- 2 full time bilingual language disabilities specialists
- 1 part time bilingual speech/language specialist
- 1 full time bilingual curriculum specialist
- 2 part time bilingual amity counselors
- 1 full time bilingual computer technician

Computer use:

MECC, ClarisWorks, Apple Network, and MacIntosh and other programs in Spanish and English

Curriculum/materials development:

Teachers and district staff have developed materials and curricula in Spanish and English.

PROGRAM EVALUATION

Evaluator:

Dr. Leonard Basurto, Director of Bilingual Education
 Tucson Unified School District
 1010 East 10th Street
 Tucson, AZ 85719
 602-882-2441

Evaluation components and procedures:

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	SLAPA
Academic achievement in English	ITBS
Attitudes	GESA Survey and follow-up training

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language and computer classes
- Family Science and Math
- ESL for adults
- Teaching a particular skill in sewing or cooking

Community responses to the program:

- Large community based support

School Board's view of the program:

- Program is supported by board policy
- The district has provided funding for full time teacher assistants

Advice to start-up programs:

- Give equal status to both languages
- Program should be school-wide to include all students in the school
- Recruit qualified bilingual staff

Most important feature of the program:

- The total school environment which fosters knowledge and cognitive abilities in two languages integrated into a bilingual, multicultural curriculum

**Tucson Unified School District
Tucson, Arizona**

Roskruge Bilingual Magnet Middle School*

School:

Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Contact persons:

Conrado Gomez
Principal

Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Carmen Campuzano
Assistant Principal

Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

Celia Oropeza

Curriculum Specialist

Roskruge Magnet Middle School
501 East 6th Street
Tucson, AZ 85705
602-617-6140

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1987

Ethnic/racial breakdown of school:
83% Hispanic; 2% Black; 13% White;
2% American Indian

Criteria for selecting and accepting students:

Spanish speakers:

Referral by home school or the district's bilingual department; parent request; grade level committee

English speakers:

First-come first-served through an application process and waiting list

Recruitment procedures:

- School visits; program orientation for students and parents; word of mouth; visits by staff, parents & students to other school sites

**The elementary program and middle school program each have a separate entry*

Grade level(s) of the program:
6-8

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
6	5	27
7	5	27
8	5	27

Funding sources:

Local school district

Program materials available to others:

- Program video made by teachers and students
- Brochures
- Program models
- Student handbook
- School philosophy
- Parent newsletter

Other non-native English speakers in the program:
Portuguese

Based on information provided in 1993. Updated information not available.

Program Objectives:

- To provide a continuity of bilingual instruction from elementary bilingual programs to a middle school bilingual program
- To develop required skills, knowledge, and cognitive abilities in two languages through the study of all subjects

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6-8 50%

Method of separating languages for instruction:

By units and by week

Languages used for content area subjects and electives:

6-8—Spanish instruction:

Language Arts, Science, Social Studies, Math, Computers, P.E., Art, Drafting, Home Economics, Spanish

6-8—English instruction:

Language Arts, Science, Social Studies, Math, Computers, P.E., Art, Drafting, Home Economics, ESL

Instructional grouping:

Students are integrated during four of their six classes and work in cooperative learning groups. Students are separated for ESL and SSL instruction where they are grouped by language ability.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time bilingual curriculum specialist
- 2 full time bilingual learning disabilities resource specialists
- 1 full time bilingual counselor
- 1 full time bilingual librarian
- 1 part time bilingual speech/language specialist
- 1 full time bilingual reading resource specialist

Computer use:

MECC, ClarisWorks, Logo Writer, CD-Roms, and a large variety of programs in both Spanish and English

Curriculum/materials development:

District staff have developed curricula and materials in Spanish and English.

PROGRAM EVALUATION

Evaluator:

Dr. Leonard Basurto, Director of Bilingual Education
Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
602-882-2441

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish language proficiency

LAS

English language proficiency

LAS

Academic achievement in Spanish

SLAPA

Academic achievement in English

ITBS

Attitudes

GESA Survey and follow-up training

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, classroom assistance, and parent language classes
- Computers
- Family Science and Math
- Carnival

Community responses to the program:

- Very positive and supportive
- There is a waiting list and large community-based support

School Board's view of the program:

- Total support as seen by the district policy on bilingual education
- Funding for full time instructional aides

Advice to start-up programs:

- Program should be school-wide to include all students
- Give equal status to both languages
- Search and employ qualified and committed staff

Most important feature of the program:

- The program's unique goal which is to promote bilingualism in all students integrating language and culture into a bilingual, multicultural curriculum

**Pasadena Unified School District
Altadena, California**

Altadena Two-Way Bilingual Immersion Program

School:

Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-798-7878

Contact persons:

B. Brandi Jung, Ph.D.
Title VII Project Director
Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-568-4522

Theresa M. Morales
Title VII Project Resource Teacher
Altadena Elementary School
743 East Calaveras Street
Altadena, CA 91001
818-798-8395

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
February 1993

Ethnic/racial breakdown of school:
60% Black; 31% Hispanic; 6% White;
2% Asian; 1% Other

Criteria for selecting and accepting students:

Spanish speakers:

50% LEP students; target school students have preference over students from the rest of the school district

English speakers:

10% Hispanic English-only; 20% Afro-American; 20% Anglo-Caucasian; test score and willingness to participate; target school students have preference over students from the rest of the school district

Recruitment procedures:

Program is advertised at "Back to School Night"

Grade level(s) of the program:
Pre-K-2

Grade level increases planned:
One grade level per year to grade 6

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
Pre-K	1	22
K	1	32
1	1	30
2	1	27

Funding sources:

Title VII DBE Grant

Program materials available to others:

•Program brochure, stationery, logo

Program Objectives:

- To expand the program to include students from Pre-K through 6th grade
- To create a program that is linguistically and ethnically integrated
- All children will develop initial literacy skills in the target language
- All children will develop and maintain literacy in both Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-K	90%
1	80%
2	70%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:

Pre-K-2—Spanish instruction:

All content subjects, except English Language Development

Pre-K-2—English instruction:

English Language Development

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated for the entire day except for English Language Development. Teachers use cooperative learning techniques.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time resource teacher
- 1 part time project director
- 1 part time community aide
- 2 instructional aides

Computer use:

Computer use planned for the future

PROGRAM EVALUATION

Evaluator:

Ira Nelken & Associates, Inc.
207 37th Street
Richmond, CA 94805
510-232-4981

Evaluation components and procedures:
Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Psycho-social development

Monitoring of project installation

Procedures/Instruments

Pre-LAS, LAS, SOLOM

Pre-LAS, LAS, SOLOM, First Steps, Bridges to Communication

SABE, La Prueba

SAT (Stanford Achievement Test)

Socio-cultural development observation guides

Perceived Competence Scale for Children (CAPS)

Analysis of implementation and student progress

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Continue to recruit parents for parent councils, school visitations, classroom assistance, and parent language classes

Community responses to the program:

- Favorable

School Board's view of the program:

- Positive; the school board is committed to facilitating the learning of a second language

Advice to start-up programs:

- Make sure the other school staff, parents and community are aware of the program and its benefits from the start

Most important feature of the program:

- Fluent credentialed teachers in both languages who are also knowledgeable about two-way bilingual education
- Parent language classes
- Additional instructional aides

**ABC Unified School District
Artesia, California**

Los Angeles County Bilingual Immersion Consortium*

School:

Elliot Elementary School
18415 Cortner Avenue
Artesia, CA 90701
213-865-5216

Contact persons:

Shelly Speigel Coleman &
Chuck Acosta, Project Co-Directors
L.A. County Office of Education
9300 Imperial Highway, Rm 299
Downey, CA 90242
213-922-6469

Maria Coehlo Miller
Elliot Elementary School
18415 Cortner Avenue
Artesia, CA 90701
213-865-5216

Carla B. de Herrera
District Bilingual Specialist
16700 South Norwalk Blvd.
Cerritos, CA 90701
213-926-5566 x2136

BACKGROUND INFORMATION

Languages used in the program:
Portuguese/English

Grade level(s) of the program:
K-5

Year program began:
1990

Grade level increases planned:
The program will expand one grade level per year.

Ethnic/racial breakdown of school:
23% Hispanic; 37% Portuguese; 3% Black;
23% White; 14% Asian

Program size:

Grade level	# of Classes	Class size
K/1	1	27
2/3	1	32
4/5	1	32

Criteria for selecting and accepting students:

Parent choice with a long term commitment

Funding sources:
Title VII DBE Grant

Recruitment procedures:

- Brochures and letters are sent to all incoming and current English only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

Program materials available to others:

- Brochures
- Posters

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

- After one year, 90% of LEP and FEP students will score at least 19 in Portuguese (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Portuguese and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Portuguese and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Portuguese is used for instruction:

K/1	90%
2/3	75%
4/5	50%

Method of separating languages for instruction:

By teacher and by subject

Languages used for content area subjects and electives:

K-5—Portuguese instruction:

Language Arts, Math, Science, Social Studies, Music

K-5—English instruction:

P.E., Art, Music

Language of initial reading instruction:

Portuguese speakers:

Portuguese

English speakers:

Portuguese

Instructional grouping:

Students are grouped heterogenously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 part time resource teacher

Computer use:

Computer use in Portuguese

Curriculum/materials development:

Teachers have translated Big Books and guided reading books into Portuguese, made Big Books from original Portuguese literature, translated "Growing Healthy" into Portuguese, and will translate software into Portuguese.

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Portuguese proficiency

Procedures/Instruments

SOLOM

English proficiency

SOLOM

Academic achievement in Portuguese

District CRT in Portuguese/ portfolio documents

Academic achievement in English

CTBS/ portfolio documents

Self-esteem/competence

Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- A family picnic in the park for all students to meet each other and their teachers

Community responses to the program:

- LEP and EO parents are very excited about the progress of students

School Board's view of the program:

- The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

Most important feature of the program:

- The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals

**ABC Unified School District
Artesia, California**

Los Angeles County Bilingual Immersion Consortium*

School:

Niemes Elementary School
16715 Jersey Avenue
Artesia, CA 90701
213-865-9586

Contact persons:

Shelly Speigel Coleman &
Chuck Acosta, Project Co-Directors
L. A. County Office of Education
9300 Imperial Highway, Rm 299
Downey, CA 90242
213-922-6469

Lupe Sandoval
Niemes Elementary School
16715 Jersey Avenue
Artesia, CA 90701
213-865-9586

Carla B. de Herrera
District Bilingual Specialist
16700 South Norwalk Blvd.
Cerritos, CA 90701
213-926-5566 x2136

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1990

Grade level increases planned:
One grade level per year.

Ethnic/racial breakdown of school:
43% Hispanic; 3% Black; 37% White; 17% Asian

Program size:

Grade level	# of Classes	Class size
K/1	3	30
2	1	30
2/3	1	30
3/4	1	30

Criteria for selecting and accepting students:

Parent choice with a long-term commitment

Funding sources:
Title VII DBE Grant

Recruitment procedures:

- Brochures and letters are sent to all incoming and current English-only kindergarten families
- School-site and district recruitment meetings
- Interested parents visited the Patrick Henry Elementary School program
- Posters in local libraries and businesses
- Presentations to other school-site parent councils

Program materials available to others:

- Brochures
- Posters

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, and each year thereafter, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
2/3	80%
3/4	70%

Method of separating languages for instruction:

By teacher and by subject

Languages used for content area subjects and electives:

K-4—Spanish instruction:

Language Arts, Math, Science, Music, Social Studies

K-4—English instruction:

Art, P.E., Music, Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 1 part time resource teacher

Computer use:

Computer use in Spanish

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

SOLOM

English proficiency

SOLOM

Academic achievement in Spanish

Aprenda/ portfolio documents

Academic achievement in English

CTBS/ portfolio documents

Self-esteem/competence

Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- A family picnic in the park for all students to meet each other and their teachers

Community responses to the program:

- Very positive
- Waiting list beginning to form for kindergarten

School Board's view of the program:

- The school board has designated the Immersion Program a program of choice and allows any interested family to enroll

Most important feature of the program:

- The district resource specialist has devoted a lot of attention to program planning, recruitment and coordination of resource specialists and principals

**Barstow Unified School District
Barstow, California**

De Colores Title VII Developmental Bilingual Education Program

School:

Hinkley Elementary/Middle School*
551 South Avenue "H"
Barstow, CA 92311
619-253-5512

Contact persons:

Wayne R. Costa, Project Director/Principal
Hinkley Elementary/Middle School
551 South Avenue "H"
Barstow, CA 92311
619-253-5512

Holly Bowser
Hinkley Elementary/Middle School
551 South Avenue "H"
Barstow, CA 92311
619-253-5512

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1991

Program size:

Grade level	# of Classes	Class size
K-5	4	30
6-8	1	30

Ethnic/racial breakdown of school:
66% White; 32% Hispanic; 2% Black

Criteria for selecting and accepting students:
Volunteer basis

Funding sources:
Title VII DBE Grant

Recruitment procedures:

- Advertise at all parent meetings at the school
- Personal visits to the home
- Referrals from other parents involved
- Sibling preference

Program materials available to others:
•Print material upon request

*The school is composed of two levels (or classes) in which students are grouped in grades K-5 and 6-8.

Program objectives:

- To develop second language proficiency and literacy for all students
- To develop primary language for all students
- To increase academic achievement for all students
- To promote cross-cultural understanding for all students
- To increase self-esteem of all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-5	70%
6-8	50%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

1-4—Spanish instruction:

Language Arts, Math, Science, Social Studies, Music, Literature, Art

1-4—English instruction:

Language Arts, P.E., Art, Literature

5-8—Spanish instruction:

Language Arts, Science, Core Literature

5-8—English instruction:

Language Arts, Math, Social Studies, Core Literature, P.E., Exploratory

Language of initial reading instruction:

Spanish speakers:

Spanish (English for oral language development only)

English speakers:

Spanish (English for maintenance only)

Instructional grouping:

Students are grouped by grade level for certain tasks. They also work in mixed grade level groups. Groups always represent both native cultures of the classroom. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 5 full time bilingual aides
- 1 part time project director
- 1 part time lead teacher
- 1 part time computer consultant

Computer use:

Computers are a mainstay of our program. *Windows on Science* (English/Spanish); *MacWrite* (English/Spanish); many other programs in English.

Curriculum/materials development:

Rough drafts of materials are being prepared for integrated thematic units focused on brain-compatible learning environments/styles.

PROGRAM EVALUATION

Evaluator:

Lynne Aoki
 9691 Stanford Avenue
 Garden Grove, CA 92641
 714-638-7495

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Cross-cultural Awareness

Procedures/Instruments

IPT/IDEA, teacher observation

IPT/IDEA, teacher observation

Content area tests, teacher observation

Content area tests, teacher observation

Teacher observation, parent contacts

Teacher observation, parent contacts

Teacher observation, parent contacts

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, language classes
- Parent Council meets regularly as advisory council to Project Director and staff
- Parents frequently visit to view the program in operation—most of these are the EO parents
- Parent volunteers are used on a regular basis to assist teachers and aides

Community responses to the program:

- The community has been very supportive
- English-only parents want their children to learn Spanish

School Board's view of the program:

- Unanimous support of the program

Advice to start-up programs:

- Keep the pre-service portion for a year
- Enroll English-only students at the lowest grades

Most important features of the program:

- Cross-age tutoring and cooperative learning
- Computer assisted instruction
- Integrated thematic instruction
- All of the strategies in our project dovetail so well that the most important feature would be the linking of all three methods: computer technology, cooperative learning, and thematic instruction in a cross-cultural/multi-graded environment

**Culver City Unified School District
Culver City, California**

Developmental Bilingual Education Program

Schools:

Culver City Middle School
4601 Elenda
Culver City, CA 90230
213-839-4361

Contact person:

Dr. Barbara Trotter, Title VII Director
Culver City Unified School District
Developmental Bilingual Education Program
4034 Irving Place
Culver City, CA 90232-2848
310 842-4236

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

6-8

Year program began:

1990

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
6	2	23
7	1	22
8	1	17

Ethnic/racial breakdown of district:

32% Hispanic; 13% Black; 42% White; 12% Asian; <1% American Indian and Pacific Islander

Funding sources:

Title VII DBE Grant

Criteria for selecting and accepting students:***Spanish speakers:***

None, but if necessary, LEP students with the least amount of English proficiency are given preference.

English speakers:

Students must be fluent Spanish speakers. (For twenty years, the district has had a Spanish immersion program in grades K-5.)

Recruitment procedures:

Program staff talks with the limited English proficient students and explains the benefits of the program.

Program objectives:

- To develop complete literacy and communicative competence in two languages

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

6-8 30%

**Method of separating languages
for instruction:**

By subject

**Languages used for content area subjects
and electives:**

6-8—Spanish instruction:

Social Studies, Science

6-8—English instruction:

Language Arts, Geography, P.E.

Instructional grouping:

Students are integrated during content instruction for Social Studies, Language Arts, Geography, P.E., and Science. The remainder of the day students are in the classes they elect to take.

**Percent of program teachers
proficient in both languages:**

100%

**Percent of program staff
proficient in both languages:**

5-10%

Additional program staff:

- 1 full time curriculum specialist
- 1 part time bilingual aide
- 1 part time counselor

Computer use:

Computer use in both languages. The program uses the Great Alaska Writing Machine (available in English, teachers translate it into Spanish).

Curriculum/materials development:

There is a grade 6-8 Social Studies and Language Arts curriculum as well as a new science curriculum

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Evaluation components and procedures:

Items under assessment
 Spanish oral proficiency

Procedures/Instruments
 SOLOM

English oral proficiency

SOLOM

Academic achievement in Spanish

Portfolio assessment, Spanish ITAS

Academic achievement in English

ITAS

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- English-speaking parents offer support at home for the program as well as out-of-school activities
- We are developing the support of the Spanish-speaking parents

Community responses to the program:

- Very positive
- It is a very small school district and is in an area in which language learning is esteemed

School Board's view of the program:

- Advocates for Language Learning originated here and the originator was recently voted to the School Board Presidency
- One other parent of a DBE student is a Board member
- Very supportive

Advice to start-up programs:

- Have a population which is eligible for participation in the program in sixth grade

Most important features of the program:

- Excellent curriculum and excellent teachers
- Curriculum specialist and counselor
- Labor intensive program

**Davis Joint Unified School District
Davis, California**

Davis Joint Unified School District Spanish Bilingual/Immersion Program

Schools:

West Davis Elementary
1221 Anderson Road
Davis, CA 95616
916-757-5490

West Davis Intermediate School
1207 Sycamore Lane
Davis, CA 95616
916-757-5460

Contact persons:

Mary Lin Pitalo
Director of Curriculum and Instruction Services
526 B Street
Davis, CA 95616
916-757-5357

Paula Jacobs
Bilingual Coordinator
526 B Street
Davis, CA 95616
916-757-5326

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1982

Ethnic/racial breakdown of district:
9.8% Hispanic; 3.6% Black; 76.8% White; 8.8% Asian; 1% American Indian/Alaskan Native; <1% Pacific Islander

Criteria for selecting and accepting students:

Spanish speakers:
No criteria for entry into K or 1; review by appropriate school personnel for grades 2-6.

English speakers:
None; enter in K-1 only

Other non-native English speakers in the program:
German, Portuguese, Chinese

Grade level(s) of the program:
West Davis Elementary: K-3
West Davis Intermediate: 4-6

Grade level increases planned:
No grade level increase by year. However, the plan is to expand the course offerings in Spanish in grades 7-9.

Program size:

Grade level	# of Classes	Class size
<i>West Davis Elementary:</i>		
K	4	28
1	3	30
2	3	29
3	3	30
<i>West Davis Intermediate:</i>		
4	2	30
5	3	26
6	1	29

Recruitment procedures:

- Newspaper articles
- Brochures available at each school site
- Parent information night
- Spanish Immersion Parent Association networks with community members

Funding sources:

District General Fund

Program materials available to others:

- Master Plan in update process
- Brochures

Program objectives:

- To develop a high level of proficiency in understanding, speaking, reading, and writing in Spanish
- To gain skills and knowledge in the content areas of the curriculum, in keeping with the district's stated objectives in these areas
- To develop positive attitudes toward those who speak a foreign language and toward their culture(s)
- To develop English language skills commensurate with expectations for each student's age and abilities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	100%
2	95%
3	80%
4	75%
5-6	70%

Method of separating languages for instruction:

By subject except for science in grades 4, 5, and 6

Languages used for content area subjects and electives:

K-6—Spanish instruction:

All content area subjects are taught in Spanish

2—English instruction:

Language Arts

3—English instruction:

Music, Language Arts

4—English instruction:

Language Arts, P.E., or Music

5-6—Spanish instruction:

Language Arts

5-6—English instruction:

Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are grouped for instruction only within the classroom and at the teacher's discretion. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time 4-6 grade science resource teacher
- 4 part time bilingual aides

Curriculum/materials development:

The program follows district curriculum guides.

PROGRAM EVALUATION

Evaluator:

Davis Joint Unified School District Central Office
 526 B Street
 P.O. Box 4000
 Davis, CA 95617

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Attitudes

Procedures/Instruments

IPT

IPT

SABE

CAT-E

Parent Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, and classroom assistance

Community responses to the program:

- Program began in 1982 as a K-1 Spanish Immersion program for English speakers. Initially, 28 children were enrolled. Currently there are 19 classes with a K-6 enrollment of 553.

School Board's view of the program:

- Bilingual Office of Education fully funds and supports the program. It has indicated that the program will grow as per demand

Advice to start-up programs:

- Know the current research
- Conduct many community forums
- Continually educate the parents and induce regular program teachers as well as immersion teachers

Most important features of the program:

- Staff and parent commitment
- The program has emerged into a two-way program by including Spanish speakers. The transition has been a challenge for teachers previously in a strict one-way Spanish Immersion program

**Fallbrook Union Elementary School District
Fallbrook, California**

Bilingual Classroom Program*

School:

Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

Contact persons:

Judy Stojasavljevic
Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7073

Greg Orth
Assistant Principal
Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

Amelia Pulido
Fallbrook Street School
405 West Fallbrook Street
Fallbrook, CA 92028
619-723-7030

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1982

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	32
1	4	31
2	2	32
3	2	31

Ethnic/racial breakdown of school:
32% Hispanic; 65% White; 3% other

Criteria for selecting and accepting students:***Spanish speakers:***

LAS test score below level 4

English speakers:

Volunteers

Funding sources:

Title VII and district funds

Program materials available to others:

- Video
- Brochure

Recruitment procedures:

- Newsletter, parent requests
- Open House and Back to School Night

**Three schools (two elementary schools and one subsequent middle school) are involved with the Bilingual Classroom Program. Each school has a separate entry.*

Program objectives:

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English-only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3 (*Spanish Dominant*) 80%
K-3 (*English Dominant*) 20%

Method of separating languages for instruction:

By teacher and subject

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Language Arts, Math, Science, Social Studies

K-3—English instruction:

Art, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped for instruction by language dominance for core classes.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

72%

Additional program staff:

- 2 full time resource teachers
- 6 part time bilingual aides
- 1 bilingual clerk

Computer use:

Computer use in both languages

Curriculum/materials development:

The district committee has developed curricula for the two-way classrooms.

PROGRAM EVALUATION

Evaluator:

School Bilingual Advisory Committee

J. Mike Choate, Assistant Superintendent of Instruction

PO Box 698

Fallbrook, CA 92028

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

LAS

English proficiency

LAS

Academic achievement in Spanish

La Prueba de Realización and SABE

Academic achievement in English

Stanford 8

Self-esteem/competence

Teacher-made tests, "Here's Looking at You—The 2000 Program"

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent Councils and classroom assistance
- Monthly Family Literacy meetings for Spanish-speaking parents

Community responses to the program:

- Mostly positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Be sure to have district level support, community involvement, sufficient bilingual personnel, a definite plan, and lots of public relations

Most important feature of the program:

- Positive, qualified teachers

**Fallbrook Union Elementary School District
Fallbrook, California**

Bilingual Classroom Program*

School:

Maie Ellis School
400 West Elder
Fallbrook, CA 92028
619-723-7060

Contact person:

Judy Stojavljevic
Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7073

Carol Hilke
Principal
Maie Ellis School
400 West Elder
Fallbrook, CA 92028
619-723-7060

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1991

Ethnic/racial breakdown of school:

27% Hispanic; 73% White

Criteria for selecting and accepting students:***Spanish speakers:***

Placement is recommended by Assessment Personnel

English speakers:

High achievers, enthusiastic learners, no disruptive problems, desire to learn a second language

Other non-native English speakers in the program:

Vietnamese

Recruitment procedures:

- Parent meetings
- Kindergarten registration

Grade level(s) of the program:

K-3

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	30
1	1	30
2	2	29
3	1	30

Funding sources:

Title VII, General Funds, Educational Impact Aid (EIA)

Program materials available to others:

- Brochure
- Video

**Three schools (two elementary schools and one subsequent middle school) are involved with the Bilingual Classroom Program. Each school has a separate entry.*

Program objectives:

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English-only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3 (*Spanish dominant*) 80%
K-3 (*English dominant*) 20%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:

K—Math, Science, Language Arts, Social Studies (taught in the students' native language); ESL
I-3—Social Studies, Science, Math, Reading/Language Arts (taught in the students' native language); Music, P.E. and ESL (taught in English)

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are separated for content instruction by language dominance.

Percent of program teachers proficient in both languages:

29%

Percent of program staff proficient in both languages:

27%

Additional program staff:

- 6 part time bilingual aides
- 8 part time monolingual aides
- 1 full time bilingual clerk
- 1 full time health clerk

Computer use:

Computer use in both languages

Curriculum/materials development:

The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.

PROGRAM EVALUATION

Evaluator:

School Bilingual Advisory Committee

J. Mike Choate, Assistant Superintendent of Instruction

PO Box 698

Fallbrook, CA 92028

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

LAS

LAS, Portfolios (in grades 1-3)

La Prueba de Realización and SABE

Stanford 8

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils
- District Bilingual Advisory Council

Community responses to the program:

- Responses are limited but improving

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Plan well
- Do the homework as far as researching
- Good community public relations

Most important feature of the program:

- Teacher and administrative commitment and enthusiasm

**Fallbrook Union Elementary School District
Fallbrook, California**

Bilingual Classroom Program*

School:

La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

Contact person:

Charlotte Mishler
Title VII Resource Teacher
FUESD
321 North Iowa Street
PO Box 698
Fallbrook, CA 92028-0698
619-723-7000

Donna Reisbeek-Stoewer
Principal
La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

Jean Dooley
La Paloma
300 Heald Lane
Fallbrook, CA 92028
619-723-7040

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
4-6

Year program began:
1975

Program size:

Grade level	# of Classes	Class size
4	2	30
5	2	30
6	2	30

Ethnic/racial breakdown of school:
30% Hispanic; 70% White

Criteria for selecting and accepting students:***Spanish speakers:***

Students are considered limited English speakers are automatically enrolled in the bilingual program.

English speakers:

Students having difficulties in academic areas in English are recommended not to enroll in the program.

Funding sources:
District funds

Program materials available to others:

- Video
- Current brochure on the bilingual program

Recruitment procedures:

By encouraging English speakers to learn Spanish through promotional and positive experiences

**Three schools (two elementary schools and one subsequent middle school) are involved with the Bilingual Classroom Program. Each school has a separate entry.*

Program objectives:

- To assist Spanish speakers in their transition to the English language while learning basic concepts in their primary language
- To assist English-only speakers with learning the Spanish language
- Students will maintain academic achievement commensurate with intellectual abilities in the primary language while acquiring English or Spanish as a second language
- Students will gain awareness and appreciation of their own culture as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

4	60%
5-6	40%

Method of separating languages for instruction:

In fourth grade, the languages are separated primarily by teacher. In fifth and sixth grades, they are separated by subject.

Languages used for content area subjects and electives:

4—Spanish instruction:

Social Studies, Math, Science, Reading, Computers, Language, Spelling, Art, P.E., Music

4—English instruction:

Math, Computers, Art, P.E., Music

5-6—Spanish instruction:

Social Studies, Science, Math, Reading, Computers, Language, Spelling, Art, P.E., Music

5—English instruction:

Social Studies, Science, Math, Computers, Art, P.E., Music

6—English instruction:

Science, Math, Computers, Art, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated for instruction for part of the day. Non-English speakers and some limited English speakers are grouped for Spanish language arts or transitional English language arts. They are also grouped for Science and Social Studies instruction. Hence, students are separated for language arts instruction, and in some cases, for Social Studies and Science.

Percent of program teachers proficient in both languages:
85%

Percent of program staff proficient in both languages:
80%

Additional program staff:

- 2 full time resource teachers
- 2 bilingual aides

Computer use:

Materials in both languages are used in the computer lab.

Curriculum/materials development:

The district committee has developed curricula for the two-way classrooms. We are developing a Bilingual Master Plan.

PROGRAM EVALUATION

Evaluator:

School Bilingual Advisory Committee
 J. Mike Choate, Assistant Superintendent of Instruction
 PO Box 698
 Fallbrook, CA 92028

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

LAS

LAS, portfolios (in grades 1-3)

SABE

CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, and classroom assistance
- The Bilingual Parent Advisory Committee meets four times a year to receive information about the program, give input about the program, and assist in planning activities

Community responses to the program:

- Some people are very supportive, but many are not well informed about the program and are critical of it

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Do a lot of public relations work to get started and keep it functioning

Most important feature of the program:

- Great teachers!

**Fremont Unified School District
Fremont, California**

DOBLE (Developing Opportunities for Bilingual Literacy and Education)

Schools:

Azevada Elementary School
39450 Royal Palms Drive
Fremont, CA 94538
510-657-3900

Blacow Elementary School
40404 Sundale Drive
Fremont, CA 94538
510-656-5121

Vallejo Mill Elementary School
38569 Canyon Heights Drive
Fremont, CA 94356
510-793-1441

Contact person:

Carmen Melendez, Director of Federal and State Projects
Office of Federal and State Projects
Fremont Unified School District
4210 Technology Drive
Fremont, CA 94538
510-659-2531

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-6

Year program began:

1991

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	3	30
1	3	30
2	3	30
3	3	30
4	3	30
5	3	30
6	3	30

Ethnic/racial breakdown of school:

Azevada: 28.1% Hispanic; 4.0% Black;
56.2% White; 10.6% Asian; <1% Pacific Islander;
<1% American Indian

Blacow: 32.4% Hispanic; 3.6% Black;
54.8% White; 7.7% Asian; <1% Pacific Islander;
1.29% American Indian

Vallejo Mill: 28.30% Hispanic; 3.7% Black;
56.5% White; 10.9% Asian; 1.79% Pacific
Islander; <1% American Indian

Funding sources:

District funding; Title VII DBE Grant

Program materials available to others:

•Literature guide

Criteria for selecting and accepting students:***Spanish speakers:***

First-come, first-served

English speakers:

First priority to those students who are in the attendance area and have siblings in the program; second priority is parental commitment to the program.

Recruitment procedures:

•School Newsletter
•Orientation night
•Informational meetings
•Brochure

Program objectives:

- Fluency and literacy in two languages
- Full academic achievement
- Cultural appreciation
- Positive attitudes and self-esteem
- Goal is to have instruction in Spanish and instruction in English be evenly divided (50/50)

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	75%
2	60%
3-6	25%

Method of separating languages for instruction:

Primary and second language instruction occurs at the same time (teacher and aide); whole group instruction using sheltered techniques.

Languages used for content area subjects and electives:

English instruction:

Language Arts (Reading/ESL), Math, Computer Lab, Library, Math Lab, P.E.

Spanish instruction:

Language Arts, Social Sciences, The Arts, Computer Lab, Library, Math Lab, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are separated for Language Arts by language dominance but are integrated for Science and Social Studies.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

90%

Additional program staff:

- 1 full time resource teacher
- 13 part time bilingual aides

Computer use:

Computer use in English for science and math; word processing in both languages

Curriculum/materials development:

Program staff is in the process of developing four thematic units that will be used school-wide.

PROGRAM EVALUATION

Evaluator:

Skip Herbert, Ph.D.
 CHECpoint Systems, Inc.
 1520 North Waterman Ave.
 San Bernardino, CA 92404
 800-635-1235
 714-888-3296

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

IDEA, BINL

English proficiency

IDEA, BINL

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

Self-esteem/competence

District inventory, child journal entries

Attitudes

District inventory, child journal entries

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, classroom assistance, and language classes
- Strong advisory committee to raise funds
- Parent volunteers
- Outreach program to parents to bring families into the classroom
- Home study guide and lending library for parents who cannot come to school, so parents can help students with their homework and education

Community responses to the program:

- It is a well-respected program
- Both the Spanish-speaking and English-speaking parents think it is wonderful. However, some parents in the school and community who do not have children in the program do not understand or appreciate it

School Board's view of the program:

- Supportive

Advice to start-up programs:

- No one should attempt a developmental program (under Title VII guidelines) without having a bilingual program in place, with fully trained personnel and a clearly defined program mission
- The program should be defined for teachers, personnel, parents, and the community at large
- The program needs to be based on needs and be responsive to those needs
- The community and the schools need to work together

Most important features of the program:

- Community, teachers, and administration
- Consistent instruction
- A commitment to deliver bilingual education

**Fullerton Joint Union High School District
Fullerton, California**

Project Delta - Title VII Developmental Bilingual Program

Schools:

Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
714-870-3405/3400

Contact person:

Mr. Richard Schuelke
Director of Project Delta
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
714-870-3405/3400

Dr. Nancy Clement
Sunny Hills High School
1801 Warburton Way
Fullerton, CA 92633
714-870-3405/3400

BACKGROUND INFORMATION

Languages used in the program:
Korean/English

Grade level(s) of the program:
9-12

Year program began:
1994

Program size:
Still in the interviewing process

Ethnic/racial breakdown of school:
47% Asian; 43% White; 8% Latino; 1% Black; 1% Other

Funding sources:
Title VII DBE Grant

Criteria for selecting and accepting students:

Korean speakers:
Interview; standardized test

Program materials available to others:

- Brochures
- Newsletters
- Videos being developed

Recruitment procedures:
Brochures, letters, community meetings, classroom visitations, mailings

Program materials available to others:

- School newsletter
- Orientation night
- Informational meetings
- Brochure

Program objectives:

- To improve reading, writing, speaking, and listening skills of all project students in first and second language skills (English and Korean)
- To improve the mathematical skills of all project students and to improve the students' knowledge of history, culture, government and economics
- To provide student/teacher multicultural awareness programs and exchanges
- To improve the self-confidence of all project students
- To provide students with an academic excellence program in which various academic skills and enrichment experiences are presented
- To enable students to become bilingual and biliterate and to instill in them a more positive attitude towards different cultural backgrounds

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Korean is used for instruction:
9-12 35%

Method of separating languages for instruction:

By block of time, by week, and by subject

**Starting off with six weeks per semester and adding six weeks each year*

Languages used for content area subjects and electives:

9—Korean instruction:

World History, Math, Korean

9—English instruction:

English, World History, Math

10—Korean instruction:

Math, Korean

10—English instruction:

English, Math

11—Korean instruction:

U.S. History, Math, Korean

11—English instruction:

English, U.S. History, Math

12—Korean instruction:

Economics, Math, Korean

12—English instruction:

English, Economics, Math

Language of initial reading instruction:
Korean speakers:
English

Instructional grouping:
Students are integrated all day

Percent of program teachers proficient in both languages:
33%

Percent of program staff proficient in both languages:
25%

Additional program staff:

- 1 part time English/Korean literature instructor
- 1 part time Korean information specialist
- 2 part time bilingual aides

Computer use:
In English and Korean

Curriculum/materials development:
Teachers are currently developing curricula in both English and Korean

PROGRAM EVALUATION

Evaluator:

Patricia H. Carpenter, Ed. D.
2651 Waverly Drive
Newport Beach, CA 92663
714-646-3344

Evaluation components and procedures:*Items under assessment*

Korean proficiency

English proficiency

Academic achievement in Korean

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

LAS, IBT in Korean, IDEA

Nelson Reading Test, portfolios, writing samples

Nontraditional/alternative assessments

ITAS, district writing exams

Portfolios, writing samples, nontraditional/
alternative assessments

Portfolios, writing samples, nontraditional/
alternative assessments

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, and classroom assistance

Community responses to the program:

- Very positive

School Board's view of the program:

- Not available at this time

Advice to start-up programs:

- Plan and write your own proposal

**Cabrillo Unified School District
Half Moon Bay, California**

***Two-Way Bilingual Education Magnet Program,
Alvin S. Hatch Elementary School***

School:

Alvin S. Hatch Elementary School
490 Miramontes
Half Moon Bay, CA 94019
415-712-7160

Contact person:

Allan Kass
Director of Special Services
498 Kelly Ave.
Half Moon Bay, CA 94019
415-712-7104

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1991

Grade level increases planned:
One grade level per year to grade 5. Program with maintenance at grades 6-12.

Ethnic/racial breakdown of school:
40% Hispanic; 45% White; 10% Portuguese;
5% Other

Program size:

Grade level	# of Classes	Class size
K	1	31
1	1	30
2	1	32
3	1	30

Recruitment procedures:

Voluntary and by parent request. At the kindergarten registration, information was given to parents and two orientations sessions (one in English and one in Spanish) were held.

Funding sources:

No external funding sources

Program objectives:

- Students will be fluent in two languages
- Students will have multicultural appreciation
- Students will have achievement skills at or above those in the normal program
- Each year 10% English will be added so that by upper grade levels instruction will be 50%/50%

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-3 90%

Instructional grouping:
Spanish-dominant and English dominant students are integrated during content instruction.

Method of separating languages for instruction:
By subject

Percent of program teachers proficient in both languages:
100%

Languages used for content area subjects and electives:
Science is taught in English. All other content areas are taught in Spanish.

Percent of program staff proficient in both languages:
100%

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
Spanish

PROGRAM EVALUATION

Evaluator:
Will be done internally

Evaluation components and procedures:
Items under assessment
Spanish proficiency

Procedures/Instruments
LAS, district developed instruments

Academic achievement in Spanish

SABE, CAS(2)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils and classroom assistance

Community responses to the program:

- Very positive and receptive; more demand than space
- Articulate parents supported the implementation of the program

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Make connections with a program which already exists

Most important feature of the program:

- Quality of the teacher delivering the program — enthusiasm, strengths, good teaching skills, love for the students, and commitment

**Healdsburg Union School District
Healdsburg, California**

Bilingual Immersion Program

Schools:

Fitch Mountain School
565 Sanns Lane
Healdsburg, CA 95448
707-431-3435

Foss Creek Elementary
1577 Healdsburg Avenue
Healdsburg, CA 95448
707-431-3492

Contact persons:

Debbie Clarke
Bilingual Trainer
925 University Street
Healdsburg, CA 95448-3596
707-431-3480

Loretta Petersen Strong
Director of Personnel/Instruction
925 University Street
Healdsburg, CA 95448-3596
707-431-3480

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of schools:
30% Hispanic; 70% White

Criteria for selecting and accepting students:

Spanish speakers:

Parent request

English speakers:

First-come, first-served; siblings of program participants get preference

Recruitment procedures:

- Kindergarten enrollment meetings
- Printed material
- Active parent Advocates for Language Learning group

Grade level(s) of the program:

Fitch Mountain: K-2

Foss Creek: 3-6

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
<i>Fitch Mountain:</i>		
K	3	23
1	3	25
2	2	25
<i>Foss Creek:</i>		
3	2	28
4	2	32
5	1	31
5/6	1	27
6	1	29

Funding sources:

District funds

Program materials available to others:

- Information sheet: Bilingual Immersion Program
- Additional Support: Project Puente Outreach handles dissemination of Bilingual Immersion Program to other schools, visitations; and other curricular resources

Program objectives:

- Bilingualism, Spanish acquisition for English-only students
- Bilingualism, English acquisition for limited English proficient students
- Academic achievement for all students
- Biculturalism

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2-3	80%
4	60%
5-6	50%

Method of separating languages for instruction:

K-3: by teacher; 4-6: by subject

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Social Studies, Math, Science, P.E., Language Arts, Music

K-1—English instruction:

Language Arts

2-3—English instruction:

Language Arts, Music

4-5—Spanish instruction:

Math, Science, Language Arts, Music

4—English instruction:

Social Studies, P.E., Language Arts, Music

5—English instruction:

Social Studies, Math, Science, Language Arts, Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are grouped heterogeneously and are integrated during content instruction

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 1 part time resource teacher
- 6 part time bilingual aides

Computer use:

Computer use in both languages—Language Arts, Math

Curriculum/materials development:

Teachers have developed Social Studies units. For Language Arts they have developed process writing materials—units and activity sheets.

PROGRAM EVALUATION

Evaluator:

James D. Nivette, Ph.D.
P.O. Box 2646
Carmel, CA 93921
408-648-4334

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

CTBS, SABE, Pre-LAS/LAS Spanish

CTBS, Pre-LAS/LAS Spanish

SABE

CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- English-speaking parents are extremely active in the school, classroom, and Advocates for Language Learning
- Spanish-speaking parents participate in Project Even Start-Literacy Classes, parent advisory meetings, teacher-taught *clínicas* for parents, and the home-study program

Community responses to the program:

- Mixed—those who favor second language acquisition and immersion structure love it; those who don't are negative

School Board's view of the program:

Cautious—has supported program strongly and is waiting for final outcomes at end of grade 6

Advice to start-up programs:

- Much communication and groundwork must be done prior to starting, including the non-bilingual staff and a wide parent base
- Long-term planning for staffing must be in place before starting
- Continuous communication and efforts to integrate immersion into overall school configuration
- Be sure to have a solid English component timeline and curriculum

Most important features of the program:

- Excellent teachers and strong parent support
- Team teaching
- Integrated, heterogeneous instruction

**Long Beach Unified School District
Long Beach, California**

Los Angeles County Bilingual Immersion Consortium*

School:

Patrick Henry Elementary School
3720 Canehill Avenue
Long Beach, CA 90808
213-421-3754

Contact persons:

Shelly Speigel Coleman and Chuck Acosta
Project Co-Directors
Los Angeles County Office of Education
9300 Imperial Highway, Room 299
Downey, CA 90242
213-922-6469

Edith Bonne
Patrick Henry Elementary School
3720 Canehill Avenue
Long Beach, CA 90808
213-421-3754

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-5

Year program began:

1989

Grade level increases planned:

One grade level per year

Ethnic/racial breakdown of school:

48.6% Hispanic; 7.4% Black; 34.7% White;
7.7% Asian; <1% American Indian

Program size:

Grade level	# of Classes	Class size
K	1	32
1	1	30
2	1	30
3	1	30
4	1	32
5	1	32

Criteria for selecting and accepting students:***Spanish speakers:***

Students are assessed at an assignment center;
parent choice and a long-term commitment

English speakers:

Parent choice and a long-term commitment

Funding sources:

Title VII DBE Grant

Recruitment procedures:

First priority goes to siblings; District magnet brochure and program brochure; word of mouth; prospective parents come and tour the classrooms, meet with the resource teacher, and take home a brochure and information packet

Program materials available to others:

- Converting a sound slide show into a video next year (English/Spanish/Portugue)
- Brochures

**Three schools in two different school districts (Long Beach Unified School District and ABC Unified School District) are involved in the Los Angeles County Bilingual Immersion Consortium. Each school has a separate entry.*

Program objectives:

- After one year, 90% of LEP and FEP students will score at least 19 in Spanish (SOLOM)
- At the end of the third year, 90% of EO students will demonstrate communication skills in Spanish and 90% of initially identified LEP students will demonstrate communication skills in English
- By the end of the fifth grade, with at least three years in the program, 50% of initially identified LEP, FEP, and EO students will function at/above 50th percentile in reading and math in Spanish and English
- By the end of the third year, all project students will have instruction via computers and access to other technologies in their instruction
- By the end of their second year, at least 75% of the students will score at/above the mean in self-esteem
- By the end of their second year, and each year thereafter, at least 75% of the students will (as measured by observation guides) choose classmates for selected classroom and playground activities without regard to ethnic or linguistic background and show behaviors characterized as helping or cooperative
- At least 90% of the parents of project students will be contacted by program staff and given positive information about their children's progress; at least 50% of project parents will attend conversational and/or literacy classes, cross-cultural activities, workshops, and other school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2-3	80%
4	60%
5	50%

Method of separating languages for instruction:

By teacher and by subject

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Spanish Language Arts, Social Studies, Math, Science, P.E., Music, Art

K-3—English instruction:

Music, English Language Arts

4—Spanish instruction:

Language Arts, Social Studies, Math

4—English instruction:

Language Arts, Science

5—Spanish instruction:

Language Arts, Social Studies

5—English instruction:

Language Arts, Math, Science

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are grouped heterogeneously by language and ability. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time resource teacher
- 4 full and part time bilingual aides

Computer use:

EZ Logo (Spanish); Magic Slate (Spanish); Create a Story (Spanish); Create a Monster (Spanish); Cheep Paint (Spanish); Bilingual Writing Center; KID Pix

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Procedures/Instruments

Teacher observation, SOLOM

Teacher observation, SOLOM

Norm referenced test, SABE, portfolio documents

Norm referenced test, MAT, portfolio documents

Perceived Competence Scale

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Monthly parent councils, school visits, language classes, summer program, and yearly picnic
- Parents are involved in making things for the classroom
- Participate in phone tree

Community responses to the program:

- Very positive
- The Patrick Henry School is located in a middle class community and 80% of all the students are bused in
- Immersion parents are involved in all aspects of the school program
- The PTA president, vice president, and treasurer are parents of students in the Immersion program

School Board's view of the program:

- A presentation of the slide show was presented to the Board of Education and it was favorably received
- It is designated as one of the model bilingual program designs for the district

Advice to start-up programs:

- Try to begin with two classes at the same grade level or at least two classes on the same campus

Most important features of the program:

- Supportive principal and resource teacher
- Qualified teachers
- Active parents

**Los Angeles Unified School District
Los Angeles, California**

Korean/English Two-Way Immersion Program

Schools:

Cahuenga School
220 South Hobart Boulevard
Los Angeles, CA 90004
213-386-6303

Denker Avenue School
1620 West 162nd Street
Gardena, CA 90247
310-327-9420

Wilton Place School
745 South Wilton Place
Los Angeles, CA 90005
213-389-1181

Contact persons:

Chin H. Kim
Program Coordinator
Los Angeles Unified School District
450 North Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

Craig C. Merrill
Advisor
Los Angeles Unified School District
450 North Grand Avenue, Room G-290
Los Angeles, CA 90012
213-625-6106

BACKGROUND INFORMATION

Languages used in the program:

Korean/English

Year program began:

1992 (Cahuenga)
1993 (Denker Avenue and Wilton Place)

Ethnic/racial breakdown of schools:**Cahuenga:**

60% Hispanic; 2.5% Black; 4.2% White;
28.2% Asian (mostly Korean); 5.1% Filipino

Denker Avenue:

37.3% Hispanic; 8.9% Black; 13.4% White;
35.6% Asian (Korean & Japanese); 1.3% Filipino;
3.4% Pacific Islander; <1% American Indian

Wilton Place:

40.1% Hispanic; 5.1% Black; 1.2% White;
49.4% Asian (mostly Korean); 2.8% Filipino;
1% Pacific Islander

Criteria for selecting and accepting students:**Korean speakers:**

Age and Korean language proficiency

English speakers:

Age and English language proficiency

Recruitment procedures:

Conferences and parent and community meetings

Grade level(s) of the program:

K-2

Grade level increases planned:

One grade level per year to grade 6 at Wilton Place
and to grade 5 at Cahuenga and Denker Avenue

Program size:

Grade level	# of classes	Class size
Cahuenga:		
K	2	27
Denker Avenue and Wilton Place		
K-1	2	27

Funding sources:

Title VII DBE Grant

Program materials available to others:

•Program guidelines

Other non-native English speakers in the program:

Spanish, Tagalog

Program Objectives:

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students of similar socio-economic backgrounds in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes towards their group and other groups
- Language minority and majority students will develop a psycho-social understanding of the language, culture, and people of their group and other groups
- Language minority and majority students will develop computer literacy skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Korean is used for instruction:

K-2 71%

(By grade 4 instruction will be 50% in each language)

Method of separating languages for instruction:

By teacher: one teacher for each language

Languages used for content area subjects and electives:

K—Korean instruction:

Language Arts, Math, Social Studies, Science/Health, P.E., Computer Science, Tutorial Project

K—English instruction:

Language Arts, Tutorial Project

Language of initial reading instruction:

Korean speakers:

Korean

English speakers:

English/Korean

Instructional grouping:

Students are integrated for the entire day and work in heterogeneous cooperative groups.

Percent of program teachers proficient in both languages:

100% (all 3 sites)

Percent of program staff proficient in both languages:

75% (all 3 sites)

Additional program staff:

- 1 full time advisor
- 1 full time coordinator
- 3 part time bilingual aides

Computer use:

In Korean and English (IBM and MacIntosh compatible software)

PROGRAM EVALUATION

Evaluator:

Dr. Russell N. Campbell
 Language Resource Program
 University of California, Los Angeles
 236 B. Kinsy
 Los Angeles, CA 90095-1411
 310-825-2510

Evaluation components and procedures:*Items under assessment*

Korean language proficiency

English language proficiency

Academic achievement in Korean

Academic achievement in English

Procedures/Instruments

BINL/UCLA-developed testing instruments

LAS

Basic Elementary/Secondary Test—Korean

CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:

- Exceedingly positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Be sure to have a planning year that focuses on parent and staff training
- Try to have a total two-way immersion school to avoid conflict and misunderstanding with non-project staff

Most important feature of the program:

- Incorporation of an interdisciplinary approach that facilitates learning through computer technology

**Los Angeles Unified School District
Los Angeles, California**

Bilingual Immersion Program

Schools:

Weigand Avenue School
10401 Weigand Avenue
Los Angeles, CA 90002
213-567-9606

Grand View Boulevard School
3951 Grand View Boulevard
Los Angeles, CA 90066
213-390-3618

Contact person:

Geraldine Herrera, Project Director
1320 West Third Street, Room 131
Los Angeles, CA 90017
213-625-4097

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1991

Ethnic/racial breakdown of schools:

Weigand Ave: 77% Hispanic; 23% Black
Grand View Blvd.: 70% Hispanic; 8% Black;
19% White; 2% Asian; 1% American Indian

Criteria for selecting and accepting students:

Voluntary basis, parental consent

Recruitment procedures:

Parent meetings, flyers, video (in progress),
newsletters, referrals by parents or others,
newspapers

Grade level(s) of the program:

K-4 (*Weigand*)

K-3 (*Grand View Blvd.*)

Grade level increases planned:

One grade level per year to grade 5 (*Weigand*)

One grade level per year to grade 4 (*Grand View Blvd.*)

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
<i>Weigand:</i>		
K	1	30
1	1	25
2	1	22
3	1	27
4	1	29
<i>Grand View Blvd:</i>		
K	1	25
1	1	30
2	2	59
3	1	27

Funding sources:

Title VII DBE Grant

Program materials available to others:

- Program flyer
- Public relations packet

Program objectives:

- Language minority and majority students will develop high levels of communicative and academic second language proficiency
- Language minority and majority students will maintain and develop primary language skills comparable to, or surpassing, the achievement of students in other programs
- Language minority and majority students will develop average to superior progress in achieving the objectives of the district's elementary school curriculum
- Language minority and majority students will develop positive attitudes and a psycho-social understanding towards the language, culture, and people of their group and other groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	75%
4-5	50%

Method of separating languages for instruction:

Team teaching approaches (different teachers)

Language used for content area subjects and electives:

K-2—Spanish instruction:

Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.

K-2—English instruction:

ESL (LEP), Oral Language (FEP/EO)

3—Spanish instruction:

Language Arts, Math, Social Studies, Science/Health, Art, Music, P.E.

3—English instruction:

Language Arts

4—Spanish instruction:

Language Arts, Social Studies, Science/Health, Math, Art, Music, P.E. (subjects alternate)

4—English instruction:

Language Arts, Art, Music, P.E. Math, Social Studies, Science/Health (subjects alternate)

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students from both language backgrounds are integrated during content instruction.

Heterogeneous grouping for large or small group instruction.

Percent of program teachers proficient in both languages:

Wiegand Avenue: 100%

Grand View Blvd.: 100%

Percent of program staff proficient in both languages:

Wiegand Avenue: 50%

Grand View: 20%

Additional program staff:

- 1 full time resource teacher
- 1 part time bilingual aide for every teacher

Computer use:

Use of computers in both languages.

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0024
 408-924-3752

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish oral proficiency

SOLOM

English oral proficiency

SOLOM

Academic achievement in Spanish

APRENDIA

Academic achievement in English

CTBS

Self-esteem/competence

Questionnaire

Attitudes

Questionnaire

Authentic assessments

Portfolios, interactive journals, anecdotal records,
 reading questionnaires

COMMUNITY SUPPORT AND VIEWPOINT

Parent Involvement:

- Parent councils, school visits, classroom assistance, conference attendance
- Parent Education Program, Parent Resource Library Committee, Parent Advisory Council
- Volunteer Program, Home/School Collaboration

Community responses to the program:

- Parents are extremely supportive of the program and agree with program goals and objectives

School Board's view of the program:

- Very supportive and in favor of expanding the program in the future
- The Board passed a motion in 1991 to make every child in the district bilingual by the year 2000

Advice to start-up programs:

- Maintain high expectations for all students
- Provide a quality staff development program
- Accept long-term commitment to developing the program
- Involve parent groups

Most important features of the program:

- Committed and dedicated principals and teachers
- A quality staff development program

**Los Angeles Unified School District
West Hills and Canoga Park, California**

Language Academy Through the Visual and Performing Arts

Schools:

Hamlin Street School
22627 Hamlin Street
West Hills, CA 91306
818-348-4741

Limerick Avenue School
8530 Limerick Avenue
Canoga Park, CA 91306
818-341-1730

Contact persons:

Frances Rodriquez
Instructional Advisor
c/o Model Bilingual Programs
1320 W. Third St., Room 131
Los Angeles, CA 90037
213-625-4097

Diane Hernandez
Project Director, Model Bilingual Programs
c/o Model Bilingual Programs
1320 W. Third St., Room 131
Los Angeles, CA 90037
213-625-4097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:

Hamlin: 48.8% White; 29.9% Hispanic; 11.4% Black; 7.5% Asian; .4% Native American; 2% Other
Limerick: 52% Hispanic; 31% White; 8.6% Asian; 6.3% Black; .04% Native American; 2% Other

Program size:

Grade level	#of classes	Class size
<i>Hamlin and Limerick</i>		
K-1	1	32
2	1	29
3	1	32
<i>Limerick</i>		
K	1	32
1	1	30
2	1	30
3	1	30

Criteria for selecting and accepting students:
None

Funding sources:
Title VII

Recruitment procedures:

Brochures, community/parent meetings, public service announcements

Program materials available to others:

- Brochures
- Program guidelines
- Quarterly newsletters

Program Objectives:

- By the end of the third year of the program, 80% of the LEP students will score at or above 15 points in English oral language skills on the SOLOM, 90% of the EP students will score at or above 21 points on the SOLOM
- By the end of the third year of the program, 90% of the LEP students will score at or above 21 points in Spanish on the SOLOM, 80% of the EP students will score at or above 15 points in Spanish on the SOLOM
- By the end of the third year of the program, 50% of the EP students and 50% of the LEP students will score at or above the 50th percentile in Spanish reading achievement (Aprenda)
- By the end of the third year of the program, 50% of the LEP students and 50% of the EP students will score at or above the 50th percentile in math achievement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:

K-3—Spanish instruction:

All content subjects, P.E., Art, Music

K-2—English instruction:

Oral Literacy Skills - Reading readiness, Visual and Performing Arts

3—English instruction:

Reading, Visual and Performing Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated the entire day.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 4 part time bilingual aides
- 1 instructional advisor

Computer use:

K-2: Spanish only

3: Spanish and English

Curriculum/materials development:

A teachers' manual for two-way immersion was developed by an inter-district committee.

PROGRAM EVALUATION

Evaluator:

Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Target language proficiency	SOLOM
English language proficiency	SOLOM
Academic achievement in target language	Aprenda
Attitudes	Parent and student attitude surveys
Writing	Interactive journals
Reading	Reading Rubric, Oral Reading Inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:

- Mixed—most parents whose children participate in the program are quite enthusiastic

Advice to start-up programs:

- Research the community's needs and resources
- Conduct community meetings to explain the program and listen to responses and concerns

Most important feature of the program:

- Dedication of the staff; on-going training

**Napa Valley Unified School District
Napa, California**

Westwood Alternative Language Immersion Program

Schools:

Westwood Elementary
2700 Kilburn Avenue
Napa, CA 94558
707-253-3678

Contact person:

Deborah Wallace
Bilingual Resource Specialist
Westwood Elementary
2700 Kilburn Avenue
Napa, CA 94558
707-253-3678

Melisa Dooley
Westwood Elementary
2700 Kilburn Avenue
Napa, CA 94558
707-253-3678

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1994

Ethnic/racial breakdown of schools:
50% Hispanic; 46% White; 2% Asian; 2%
Portuguese

Criteria for selecting and accepting students:

Spanish speakers:

Parent request, agreement to participate

English speakers:

Parent request, agreement to participate, five year
commitment to the program

Recruitment procedures:

Informational meetings at preschools, community
organizations, parent meetings, distribution of
flyers and brochures throughout the community,
phone calls by parents to new school enrollers,
video done by local cable station, local newspaper

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	# of classes	Class size
K	2	29
1	2	29
2	1	28

Funding sources:

Title VII DBE Grant

Program materials available to others:

- Brochures
- Video produced by local cable station, shown on
regular schedule or available from school for
check-out
- Informational flyers

Program objectives:

- To provide all students with the opportunity to become bilingual and biliterate in both Spanish and English
- To facilitate the acquisition of knowledge in all academic subjects as outlined by the district guidelines
- To cultivate understanding and appreciation of other cultures, inspire self-esteem, and strengthen positive attitudes among students and their families
- To provide parents with the opportunity to become actively involved in their child's school experience

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1 90%

Method of separating languages for instruction:

By teacher

Language used for content area subjects and electives:

K-1—Spanish instruction:

All subjects

K-1—English instruction:

English Language Development (includes music, poetry, nursery rhymes)

2—Spanish instruction:

All subjects except P.E. and Social Studies

2—English instruction:

P.E., Social Studies Themes

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students from both language backgrounds are integrated all day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

25%

Additional program staff:

- 2 part time bilingual aides
- 1 part time monolingual English aide
- 1 part time bilingual resource specialist
- 1 part time Chapter 1 resource specialist
- 1 full time resource specialist
- 1 full time staff member
- 1 part time speech teacher

Computer use:

In Spanish: *Children's Writing and Publishing*; *Rascal Takes a Ride to the Supermarket*; *Math Rabbit*

Curriculum/materials development:

Bilingual teachers have developed curricula in Spanish, including Core Literature Units, Social Studies Units, and Home Reading packets

PROGRAM EVALUATION

Evaluator:

Program is not being evaluated at this time.

COMMUNITY SUPPORT AND VIEWPOINT

Parent Involvement:

- Parent councils, school visits, and classroom assistance
- Parent Leadership Team
- Presenting program to prospective parents and host visitors to the school
- Planning and organizing First Annual Two-Way Immersion Parent Forum at the school in April 1995

Community responses to the program:

- Mixed; those who value bilingualism are very enthusiastic about the program

School Board's view of the program:

- Very supportive

Advice to start-up programs:

- Your coordinator should be prepared to give many extra hours to build the program
- Teachers must be very committed and willing to spend a great deal of extra time in preparation and curriculum development as well as coordinating with parents
- Try to get a grant before you start up if possible

Most important features of the program:

- Parent participation and enthusiasm
- Bridging cultural gaps in our community

**Oakland Unified School District
Oakland, California**

Spanish Language Immersion Program*

School:

Lazear Elementary School
24 29th Avenue
Oakland, CA 94601
415-532-3521

Contact person:

Yolande Carrillo-Ross, Principal
Lazear Elementary School
24 29th Avenue
Oakland, CA 94601
415-532-3521

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-6

Year program began:
1985

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	29
1	2	30
2	1	31
3	1	31
3/4	1	32
5	1	31
6	1	32

Ethnic/racial breakdown of school:
75% Hispanic; 10% Black; 5% Asian; 10% Other

Criteria for selecting and accepting students:

Spanish speakers:

Community students are served

English speakers:

Parental request; students must be enrolled in the program at kindergarten or first grade to participate

Funding sources:

Title VII

Program materials available to others:

•Pamphlet

Recruitment procedures:
District advertising

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop literacy skills in both languages
- To be proficient in both languages

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	85%
2-3	50%
4-6	20%

Method of separating languages for instruction:

K-1: by teacher; 2-6: by subject

Languages used for content area subjects and electives:

K-3—All subjects except Science are taught in Spanish

4-6—All subjects except Reading are taught in English

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish and English

Instructional grouping:

Students are integrated for content area instruction. They receive Science in English but are not separated.

Percent of program teachers proficient in both languages:
87%

Percent of program staff proficient in both languages:
80%

Additional program staff:

- 4 bilingual aides
- 2 monolingual English aides
- 1 part time ESL instructor

Computer use:

Computer use in both languages

Curriculum/materials development:

Teachers have developed Spanish literature units.

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Procedures/Instruments

La Prueba

SOLOM

La Prueba

CTBS

Informal teacher assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils and classroom assistance
- Monthly meetings for parents and training sessions for parents in both programs

Community responses to the program:

- Parents want their children in the program
- Students in the program rarely transfer out
- There is now a waiting list

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Organize thoroughly in terms of scheduling and planning
- Consider such things as where you will place teachers
- Look at the content areas and determine the amount of English language proficiency that is needed

Most important features of the program:

- Teachers who are proficient in both languages
- Language role models

**Pomona Unified School District
Pomona, California**

***America 2000: Meeting the Challenge
Two-Way Bilingual Immersion Program***

School:

Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680

Contact persons:

Dr. Jesús Zavala
Resource Teacher
Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680 or 397-5078

Anita Solza
Principal
Westmont Elementary School
1780 West Ninth Street
Pomona, CA 91766
714-397-4680

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
69% Hispanic; 8.8% Black; 16.1% White;
4.9% Asian; 1% Pacific Islander

Criteria for selecting and accepting students:

Spanish Speakers:

Parental consent; score of B or above on the IPT

English Speakers:

Parental consent; score of C or above on the IPT

Recruitment procedures:

•Parents of new K-1 students are informed of the program at enrollment time; if interested, students take the IPT and are selected according to the criteria above. Available slots in grades above first grade are filled with Spanish-speaking LEP students.

•Principals of other elementary schools in the Pomona Unified School District are informed of the program and are given informational flyers to distribute to interested parents

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	# of classes	Class size
K	1	26
1	1	31
2	1	32
3	1	30

Funding sources:

Title VII DBE Grant (funded in 1992)

Program materials available to others:

•Informational brochures

Program Objectives:

- To develop high levels of proficiency in the students' first language
- To achieve high levels of proficiency in the students' second language
- To have students perform academically at or above grade level in both languages
- To demonstrate positive cross-cultural attitudes and behavior
- To provide appropriate staff development for the program teachers and instructional aides
- To promote parent education, communication, support and involvement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%

Method of separating languages for instruction:

By teacher: Spanish is used by the project teacher and English is provided by the paired teacher

Languages used for content area subjects and electives:

K-3-Spanish instruction:

Language Arts, Math, History/Social Studies

K-3-English instruction:

English Language Development

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students work in cooperative learning groups.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 4 part time bilingual aides
- 1 full time resource teacher
- 1 full time clerk typist
- 4 monolingual English paired teachers

Computer use:

Magic Slate word processing program in Spanish for grades 1-3; *Math Blaster Plus* for K-3; *Talking School Bus* for K-2; *Picture Chompers* for K-1; *Reading and Me* for K and 2; *Alpha Chimp* for K; *Bilingual World Challenge* for 2-3; *Monstruo y Fantasia* for 2-3

PROGRAM EVALUATION

Evaluator:

Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Procedures/Instruments

IPT, SOLOM

IPT, SOLOM

SABE, Pomona USD Kindergarten Assessment

CTES-4, Pomona USD Kindergarten Assessment

Coopersmith

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and parent language classes
- Parent Advisory Council

Community responses to the program:

- Very positive—some parents from other school districts want to have the same type of program implemented in their child's school

Advice to start-up programs:

- Choose your staff well

Most important feature of the program:

- Supportive principal
- Good training and preparation as well as follow-up assistance
- A network with other bilingual developmental programs for support

**Redwood City School District
Redwood City, California**

Project Gemelos

Schools:

John Gill
555 Avenue del Ora
Redwood City, CA 94062
415-365-8320

Orion
3150 Granger Way
Redwood City, CA 94061
415-363-0611

Contact person:

Liz Wolfe
Director of Bilingual Education
Redwood City School District
815 Allerton Street
Redwood City, CA 94063
415-365-1550

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-1

Year program began:
1994

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:

John Gill:
54% Hispanic; 6% Black; 40% White
Orion:
68.8% Hispanic; 4.4% Black; 22.2% White; 4.4%
Native American

Program size:

Grade level	# of Classes	Class size
<i>John Gill:</i>		
K	1	23
1	1	24
<i>Orion:</i>		
K	1	25
1	1	25

Criteria for selecting and accepting students:

Open enrollment

Funding sources:

General funds; Title VII DBE grant

Recruitment procedures:

Community/parental meetings, mailings,
brochures, newspaper articles

Program materials available to others:

- Video being developed
- Brochures
- Program guidelines
- Title VII overviews

Program objectives:

- LEP students will achieve high levels of proficiency in their first language, Spanish, and in their second language, English
- EO/FEP students will achieve high levels of oral language proficiency in English and their second language, Spanish
- All participating students will reach levels of achievement in the academic areas and will demonstrate their achievement in two areas
- All participating students will develop positive attitudes and behaviors regarding cross-cultural diversity and will exhibit self esteem as bilingual learners
- Program will help parents of participating children attain a broad knowledge of the purpose and operation of the project, acquire a second language, develop skills that will enable them to model and tutor their children in the home, and engage in activities at school that support and expand the educational opportunities for the children.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80%
2	70%
3	60%
4-6	50%

Method of separating languages for instruction:

By block of time and by teacher

Languages used for content area subjects and electives: (includes planning for Grades 3-6)**K-2—Spanish instruction:**

Reading readiness/Language Arts, Math, Social Studies, Science

K-2—English instruction:

English Language Development (songs, poems, chants, games)

3—Spanish instruction:

Language Arts, Math, Social Studies, Science

3—English instruction:

English Language Development, Language Arts, Math

4-6—Spanish instruction:

Language Arts, Social Studies

4-6—English instruction:

Science, Math

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated the entire day. Discussion is now taking place to decide if the children should be separated for English Language Development.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 4 part time bilingual aides
- 1 full time bilingual resource teacher

Computer use:

In Spanish

1.0

PROGRAM EVALUATION

Evaluator:

Randall Cognetta, Ed.D.
740 Tournament Drive
Hillsborough, CA 94010
415-573-7549

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT, SOLOM

IPT, SOLOM

Aprendizaje, report cards, portfolio, district-developed assessments

CTBS, report cards, portfolio, district-developed assessments

Questionnaire

Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- ESL/SSL classes are offered on a weekly basis to all parents of participating children
- Parents are invited and encouraged to assist in the classrooms
- Parent councils and advisory committees are being established

Community responses to the program:

- Favorable; parents from all over the district attend the informational meetings and express an interest in enrolling their children in the program

School Board's view of the program:

- Supportive as they continue to grow in their understanding of the goals, objectives, and methodology of the program

Advice to start-up programs:

- Do your best to make sure that all staff members (custodians, bus drivers, librarians, as well as teachers) have an understanding of the program, and speak in support of its benefits
- Information about the positive outcomes of two-way immersion needs to be shared on an ongoing basis with a variety of opportunities available for people to express concerns and questions up front rather than while the program is being implemented

Most important features of the program:

- Dedication of the four Spanish Immersion teachers to delivering high quality comprehensible instruction to their students. This, in addition to the hours they are putting into material design and development, has given the program its positive beginning

**Saddleback Valley Unified School District
Saddleback Valley, California**

Bilingual Immersion Program

School:

Gates Elementary
23882 Landsview Avenue
Lake Forest, CA 92630
714-837-2260

Contact persons:

Gloria Roelen, Bilingual Coordinator
25631 Diseño Drive
Mission Viejo, CA 92691
714-580-3347

Jim Hamilton, Principal
Gates Elementary
23882 Landsview Avenue
Lake Forest, CA 92630
714-837-2260

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1990

Grade level increases planned:
One grade level per year to grade 6

Ethnic/racial breakdown of school:
25% Hispanic; 4% Black; 52% White;
13% Asian; 6% Other

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	28
1	2	29
2	1	29
2/3	1	28
3	1	30

Criteria for selecting and accepting students:
No formal criteria

Recruitment procedures:

- Parent meetings
- Newspaper articles
- Contacts with pre-schools in the area
- Parents actively involved in recruitment

Funding sources:

Title VII DBE Grant, state, and local funding

Program materials available to others:

- Program disseminates print material

Program objectives:

- To develop biliteracy skills for Spanish-only and English-only students
- To maintain academic achievement
- To promote cross-cultural understanding

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%
4	60%
5-6	50%

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Language Arts, Social Studies, Math, Science, Health, P.E., Music

K-3—English instruction:

Language Arts, P.E., Music
Grade 3 adds Formal Language Arts

Grades 4-6 will have core content in both languages

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Whole groups, small groups, and cooperative groups; students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
90%

Additional program staff:

- 1 full time resource teacher
- 4 part time bilingual aides

Curriculum/materials development:

The staff is involved in ongoing development of thematic units.

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
(408)-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

IPT, SOLOM

English proficiency

IPT, SOLOM

Academic achievement in Spanish

Aprenda, portfolio assessment

Academic achievement in English

CTBS (grade 3 and up), portfolio assessment (all grades)

Attitudes

Rating scales, observation form

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Immersion Parent Advisory Council (IPAC), school visits, classroom assistance, and language classes
- A chapter of Advocates for Language Learning is run by the parents

Community responses to the program:

- Very positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Important recruitment strategies
- Consider location carefully so that there is access to both population groups

Most important feature of the program:

- Students are immersed in English and Spanish and are becoming biliterate

**Capistrano Unified School District
San Clemente, California**

Capistrano Two-Way Language Development Program

School:

Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Contact persons:

Doug Kramer
Principal
Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

Jody Wiencek
Title VII Project Coordinator
Las Palmas Elementary School
1101 Calle Puente
San Clemente, CA 92672
714-492-3456

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-1

Year program began:

1993

Grade level increases planned:

One grade level per year to grade 5

Ethnic/racial breakdown of school:

32% White; 63% Hispanic; 4% Black;
<1% Asian

Program size:

Grade level	# of classes	Class size
K	2	30
1	2	30

Criteria for selecting and accepting students:***Spanish speakers:***

None

English speakers:

None

Funding sources:

Title VII DBE Grant

Recruitment procedures:

Brochures; community meetings; school meetings;
mailings; media advertising

Program materials available to others:

•Parent resource materials: Spanish books and
tapes, videos

Program Objectives:

- Students will achieve bilingual/biliterate proficiency
- Students will achieve academic proficiency at or above grade level
- Students will develop cross-cultural understanding

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K 90%
1 80%

Method of separating languages for instruction:

By block of time, teacher

Languages used for content area subjects and electives:

K-1—Spanish instruction:

Math, Reading, Social Studies, Science, Art, Physical Education, Music

K-1—English instruction:

Music, Art, Oral Language

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 2 part time bilingual aides
- 1 full time bilingual coordinator

Computer use:

In Spanish only

Curriculum/materials development:

Thematic units in Spanish and English on transportation, the five senses, and school items

PROGRAM EVALUATION

Evaluator:

Kathryn Lindholm
San Jose State University
One Washington Square
San Jose, CA 95192-0074
408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in target language

Academic achievement in English

Procedures/Instruments

IPT, SOLOM, teacher observations

IPT, SOLOM, teacher observations

Authentic assessment

Portfolios

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils
- Classroom assistance
- Parent education nights to help parents understand two-way program design, literacy and language development

Community responses to the program:

- Participating families are very enthusiastic and pleased

School Board's view of the program:

- Find it interesting and feel there should be more like it

Advice to start-up programs:

- Start small; think carefully about your budget; hire good teachers

Most important feature of the program:

- Qualified, committed bilingual teachers

**San Diego City Schools
San Diego, California**

Two-Way (Developmental) Bilingual Education Program

School:

Lee Elementary
6196 Childs Avenue
Paradise Hills, CA 92139
619-475-2020

Contact person:

Tim Allen
Instructional Team Leader, Second Language Education
Stevenson Administrative Center, Room 15
4520 Pocahontas Avenue
San Diego, CA 92117-3710
619-483-4980

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-6

Year program began:

1975

Grade level increases planned:

This program continues at Correia Junior High School at the Academy for Bilingual Studies

Ethnic/racial breakdown of school:

50% Hispanic; 10% Black; 20% White;
20% Asian

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K/1	1	30
2/3	1	30
4/5	1	30
5/6	1	30

Criteria for selecting and accepting students:

There are no criteria for selecting students. Parents place their students in the program voluntarily.

Funding sources:

District funds

Recruitment procedures:

Only kindergarten students are actively recruited. Letters to parents are sent home in early spring. Informational flyers are sent to neighborhood preschools.

Program materials available to others:

•Brochures

Based on information provided in 1992. Updated information not available.

Program objectives:

- Students will become equally proficient in both Spanish and English
- Students will demonstrate systematic achievement in all subject areas
- Students will develop positive concepts regarding self, family, friends, and community
- Students will develop an increased understanding of the culture of the language they are learning

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3	90%
4-6	50%

Method of separating languages for instruction:

K-3: There are separate language models, i.e., a Spanish teacher and an English teacher
 4-6: There are self-contained classrooms with languages separated by subject

Languages used for content area subjects and electives:

K-3—Spanish instruction:
 Social Studies, Math, Science, P.E., Music, Art
K-3—English instruction:
 LEP students receive English Language Development; formal English Language Arts begins in third grade
4-6—Spanish instruction:
 Social Studies, Math, Science, P.E., Music, Art
4-6—English instruction:
 Social Studies, Math, Science, P.E., Music, Art

Language of initial reading instruction:

Spanish speakers:
 Spanish
English speakers
 Spanish

Instructional grouping:

Students are grouped heterogeneously when flexible groupings are necessary. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
 100%

Percent of program staff proficient in both languages:
 20%

Additional program staff:

- 1 full time resource teacher
- 12 part time bilingual aides
- 1 part time basic skills/ESL teacher

Curriculum/materials development:
 The program adapts district curricula into Spanish.

PROGRAM EVALUATION

The program is not currently being evaluated.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils and classroom assistance
- School site provides Family Math in Spanish

Community responses to the program:

- Generally positive and supportive

School Board's view of the program:

- Very favorable

Most important features of the program:

- On site administrative support
- Dedication of the teachers

130

**San Diego City Schools
San Diego, California**

Biliterate Program

School:

Washington Elementary School
1789 State Street
San Diego, CA 92101-2927
619-525-7475

Contact persons:

Cecilia Fernandez, Ed.D.
Principal
Washington Elementary School
1789 State Street
San Diego, CA 92101
619-525-7475

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

Pre-K-6

Year program began:

1992

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	30
1	2	25
2	2	25
3	2	30
4	2	30
5	2	30
6	2	30

Ethnic/racial breakdown of school:

87.6% Hispanic; 4.4% Black; 7.2% White;
.9% Other

Criteria for selecting and accepting students:

Spanish and English speakers:
No criteria

Funding sources:

District Integration Funds

Recruitment procedures:

- Program does not recruit because local students attend the school

Other non-native English speakers in the program:

Chinese, Albanian

Program Objectives:

- To raise the literacy rates of students
- To give both English and Spanish equal status
- To develop linguistic competence in all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-6 50%

Method of separating languages for instruction:

By alternate day for specials; by teacher preference/student needs for core subjects

Languages used for content area subjects and electives:

Instruction is primarily done in small groups and in learning centers. Students receive Math and Language Arts in their native language. Students receive Social Studies and Science in their native language and reinforcement in their second language through peer tutoring and learning centers. Art, Music, and P.E. are taught in Spanish and English on alternating days.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated for instruction except for Math and Language Arts. Classrooms use cooperative learning, peer tutoring, learning centers, and small group instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 half time counselor
- 1 half time nurse
- classroom aides - 3 hours/day
- 1 part time psychologist

PROGRAM EVALUATION

No information at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, and classroom assistance

Community responses to the program:

- Positive

School Board's view of the program:

- The board has endorsed the program

Advice to start-up programs:

- Take a year to plan the program
- Conduct extensive in-service training focused on helping teachers adjust to a new teaching perspective
- Keep in mind that the core of teaching is about students as whole learners and future citizens

**San Francisco Unified School District
San Francisco, California**

Buena Vista Alternative Elementary School Spanish Immersion Program

School:

Buena Vista Alternative Elementary School
2641 25th Street
San Francisco, CA 94110
415-695-5875

Contact person:

Adelina Arámburo, Principal
Buena Vista Alternative Elementary School
2641 25th Street
San Francisco, CA 94110

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1983

Ethnic/racial breakdown of school:
40% Hispanic; 7% Black; 39% White; 1% Asian;
12% Other Non-White

Criteria for selecting and accepting students: None

Spanish speakers:

1/3—District consent decree requirements state that no school can have more than 40% of one ethnic group represented at any one school site.

English speakers:

2/3—After mid-first grade, informal assessment, parent interview, and reading skills measures are used.

Recruitment procedures:

- Presentations to targeted parent groups of pre-K and day care centers (language/ethnic minority children) in the city
- Information booths at a variety of community sponsored recruitment events

Grade level(s) of the program:
K-5

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	31
1	2	30
2	2	30
3	2	26
4/5	4	24

Funding sources:

District funds; parent fund-raising; state funds

Program materials available to others:

- Video: *Challenges and Opportunities: Immersion Education in San Francisco* (1990)
- Manual: *Challenges and Opportunities: Immersion Education in San Francisco*
- Program brochure
- Slide show (recruitment) for kindergarten parents about Buena Vista

Program objectives:

- Full development of English skills for all students in program
- Students will achieve native-like fluency and literacy in Spanish as compared to native Spanish proficiency levels in a Latin American schooling situation
- Students will achieve age- and grade-appropriate academic achievement
- Students will display positive attitudes toward their own and other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	85%
2	80%
3	70%
4	60%
5	50%

Method of separating languages for instruction:

By teacher and classroom

Languages used for content area subjects and electives:

K-2—Spanish instruction:

History/Social Studies, Math, Science, Language Arts

K-1—English instruction:

Reading Readiness, Language Arts

2—English instruction:

Reading, Language Arts

3—Spanish instruction:

Math, Science, Language Arts

4/5—English instruction:

History/Social Studies, Language Arts

5—English instruction:

History/Social Studies, Math, Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Heterogeneous social groups. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
90%

Additional program staff:

- 2 full time and 4 part time bilingual aides
- 1 full time student advisor
- 1 full time resource teacher
- 1 half time resource teacher

Computer use:

Computer use in both languages

Curriculum/materials development:

The staff developed curricula of thematic, integrated units of study and a K-5 scope and sequence for immersion which is adapted yearly. Project OLE and 2061 are also being implemented.

PROGRAM EVALUATION

Evaluator:

- State
- San Francisco Unified School District

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

SABE, portfolios

CTBS, portfolios

LAS, portfolios

CTBS

Teacher observation

Teacher observation

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are involved in fundraising and in every aspect of the school

Community responses to the program:

- Excellent
- Both communities in which the school has been located have expressed/displayed interest in applying and enrolling their children in the program

School Board's view of the program:

- Positive

Advice to start-up programs:

- Go slow
- Difficult to staff and train

Most important features of the program:

- Parents are encouraged to participate in all capacities
- Integrated curriculum is a unique aspect of the program: music, dance, drama, and reading are integrated with science, math, and social studies
- Restructuring school - undergoing massive changes

**San Francisco Unified School District
San Francisco, California**

Japanese Bilingual Bicultural Program

Schools:

Clarendon Alternative Elementary School
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

Contact persons:

Dr. V. Kanani Choy
Principal
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

Joyce Hata
500 Clarendon Avenue
San Francisco, CA 94131
415-759-2796

BACKGROUND INFORMATION

Languages used in the program:
Japanese/English

Grade level(s) of the program:
K-5

Year program began:
1972

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	33
1	2	30
2	1	30
3	2	30
4	2	33
5	1	33

Ethnic/racial breakdown of school:
38.1% Asian; 32.5% White; 10.5% Hispanic;
6.3% Black; 1.2% Native American; 11.4% Other

Criteria for selecting and accepting students:

Japanese speakers:
Tested and identified as LEP or NEP
English speakers:
None

Funding sources:

School improvement (state) funds, LEP funds,
parent donations, federal grant for uncommonly
taught language instruction

Recruitment procedures:
District-run lottery to fill available space

Program materials available to others:

- Brochure
- School Accountability Report Card

Program Objectives:

- To provide Japanese language and cultural instruction to native Japanese and English speaking students
- To provide a comprehensive curriculum, stressing academic excellence and intellectual growth
- To promote students' social, emotional, and physical development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Japanese is used for instruction:

K	50%
1-3	25%
4-5	20%

Method of separating languages for instruction:

By block of time, day, teacher

Languages used for content area subjects and electives:

K-5—Japanese instruction:

Art, Music, Reading, Math

K-5—English instruction:

Science, Math, Social Studies, Reading, P.E.

Language of initial reading instruction:

Japanese speakers:

English, if ready; otherwise, Japanese

English speakers:

Japanese and English

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 10 part time bilingual aides
- 1 full time secretary/parent liaison

Computer use:

In English only

Curriculum/materials development:

Some bilingual materials have been developed by para-professionals, parents, and teachers.

123

PROGRAM EVALUATION

Evaluator:

Dr. Amado Padilla & Dr. Juan Aninao
 Stanford Evaluation Project
 School of Education
 Stanford University
 Stanford, CA 94305
 415-725-1248

Evaluation components and procedures:*Items under assessment*

Target language proficiency

Academic achievement in target language

Academic achievement in English

Self esteem/competence

Attitudes

Procedures/Instruments

Audio and video portfolios

Work samples

CTBS, CAP

Interviews and videotape

Parent surveys

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance and parent language classes
- Fund-raising activities

Community responses to the program:

- The program is an integral part of the Japanese community, participating in many cultural events; Japanese business community has been supportive

School Board's view of the program:

- Proud of the program's success in achieving excellent test scores and high level of parental involvement

Advice to start-up programs:

- Get parents and community involved
- Provide parent education in language acquisition and in second language, if interested

Most important feature of the program:

- Meets the needs of the Japanese community by providing a protected environment for Japanese-speaking children to acquire English; meets demand in English-speaking community for a quality education that includes the study of another language and culture

**San Francisco Unified School District
San Francisco, California**

Two-Way Bilingual Education Program

Schools:

Cleveland Elementary

455 Athens Street

San Francisco, CA 94112

415-469-4709

Edison Elementary

3531 22nd Street

San Francisco, CA 94114

415-695-5848

Golden Gate Elementary

1601 Turk Street

San Francisco, CA 94115

415-749-3509

Contact persons:

Mary Jew, Project Coordinator

Central Office

300 Seneca Ave

San Francisco, CA 94112

415-239-1837

Ligaya Avenida, Project Director

Central Office

300 Seneca Ave

San Francisco, CA 94112

415-469-4777

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Cantonese/English (Golden Gate)

Year program began:

1990

Ethnic/racial breakdown of schools:

All three schools have 60% LEP (Hispanic or Chinese); 40% Black

Criteria for selecting and accepting students:***Spanish speakers:***

NEP/LEP

Cantonese speakers:

NEP/LEP

English speakers

At least at grade level or no more than two grade levels below, with parent request

Recruitment procedures:

- Program brochure
- Talking to parents
- Parent meetings
- Survey letters sent to parents along with the brochure

Grade level(s) of the program:

K-5

Program size:*Edison, Cleveland, and Golden Gate:*

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	30-33
1	1	30
2	1	30
3	1	25-30
4	1	25-30
5	1	25-30

Funding sources:

Title VII and district funds as well as other federal and state funds

Program materials available to others:

- Brochures
- Instructional materials (at cost)

Program objectives:

- To bring about the fluent ability of students in both languages
- To help English only students acquire adequate fluency in oral and written language
- To foster students' appreciation of a multicultural society

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish/Cantonese is used for instruction:

K-5 50%-70%

Method of separating languages for instruction:

Varies—by teacher, by day, by AM/PM, by week, and by subject matter

Languages used for content area subjects and electives:

The target language (Spanish or Cantonese) and English are used for all subject areas due to the alternate schedule.

Language of initial reading instruction:

Spanish speakers:

Spanish

Cantonese speakers:

Cantonese

English speakers:

English

Instructional grouping:

Students are grouped at appropriate times for more cognitively demanding areas. Groups are mixed for other subject areas.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

95%

Additional program staff:

- 2 full time resource teachers
- 1 part time bilingual aide for each class

Computer use:

Computer activities in English and Spanish; none available in Cantonese at present

Curriculum/materials development:

The teachers have developed many curricula materials in all subject areas for the Cantonese program.

PROGRAM EVALUATION

Evaluator:

Gary Yung

135 Van Ness Ave.

San Francisco, CA 94102

415-241-6400

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

SABE

Chinese proficiency

(To be developed)

English proficiency

LAS

Academic achievement in Spanish

SABE

Academic achievement in Chinese

(To be developed)

Academic achievement in English

CTBS

Self-esteem/competence

(To be developed)

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils
- School visits

Community responses to the program:

- It has been favorable and there is an increasing demand for the program

School Board's view of the program:

- Very supportive of bilingual programs, in general, but particularly supportive of this one, which is a variation of the others
- The Board has a strong bilingual education policy

Advice to start-up programs:

- Getting principals involved, informed, and trained is the key to beginning a program
- Emphasis on teacher and student retention
- Commitment from parents

Most important features of the program:

- The program is motivating for students
- The teachers have high expectations for the students
- Teachers have a lot of training
- Many materials are available for use by the teachers

**Wah Mei School
San Francisco, California**

Cantonese/English Dual Language Program

School:

Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

Contact persons:

Lisa Quan, Director
Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

Dorena Lee, Head Teacher
Wah Mei School
1400 Judah Street
San Francisco, CA 94122
415-665-4212

BACKGROUND INFORMATION

Languages used in the program:
Cantonese/English

Grade level(s) of the program:
Pre-K

Year program began:
1973

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
1/2 day State	1	15
Preschool		
Full day Child Development	1	21
1/2 day Private	1	11
Full day Private	1	20

Ethnic/racial breakdown of school:
95% Asian; 5% Non-Asian

Criteria for selecting and accepting students:
Age and parent participation

Funding sources:
State funds; private tuition

Recruitment procedures:
•Flyers
•Word of mouth
•Phone book

Program materials available to others:
•Brochures and flyers

Program objectives:

- To promote the development of the "whole" child in a bilingual and multicultural context
- Equal emphasis given to both Cantonese and English in the curriculum

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Cantonese is used for instruction:

Pre-K 50%

Percent of program teachers proficient in both languages:

80%

Method of separating languages for instruction:

By teacher

Percent of program staff proficient in both languages:

78%

Instructional grouping:

Students are grouped according to age and developmental level. LEP and bilingual Cantonese/English speakers are integrated for content instruction.

Additional program staff:

- 3 bilingual aides

Curriculum/materials development:

Teachers have developed curriculum and an English/Cantonese teaching guide.

PROGRAM EVALUATION

The program is not evaluated on a regular basis.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits and classroom assistance

Community responses to the program:

- Favorable

Advice to start-up programs:

- Make sure to incorporate developmentally appropriate activities into both areas of the curriculum

Most important features of the program:

- Dedicated staff
- Qualified staff
- Well planned curriculum and activities

**Alum Rock Union School District
San Jose, California**

Project ALAS (Academics and Language Acquisition in Spanish)

School:

Meyer School
1824 Daytona Drive
San Jose, CA 95122
408-258-8208

Contact persons:

Norma Martinez
Bilingual Director
Alum Rock Union School District
2930 Gay Avenue
San Jose, CA 95127
408-258-4923 x376

Eva Ruth
Title VII Resource Teacher
Meyer School
1824 Daytona Drive
San Jose, CA 95122
408-258-4923 x685

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
1-2

Year program began:
1993

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
69% Hispanic; 4% Black; 8% White;
6% Asian; 3% American Indian; 8% Filipino;
1% Pacific Islander

Program size:

Grade level	# of classes	Class size
1	1	30
2	1	29

Criteria for selecting and accepting students:***Spanish speakers:***

Must be fluent in Spanish and must have parent consent to participate

English speakers:

Must be fluent in English and must have parent consent to participate; English speakers will be accepted for grade 1 only (exceptions considered on an individual basis)

Funding sources:

Title VII DBE Grant with a gradual assumption of program costs by the Alum Rock School District

Program materials available to others:

- In the process of acquiring videos, program guidelines, and assistance from San Jose State University
- In the process of developing brochures and newsletters

Recruitment procedures:

- Monthly parent meetings

Program Objectives:

- To develop superior academic excellence and full bilingualism
- To develop competency in challenging subject matter including English, mathematics, science, history, and geography
- To ensure all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy
- To develop literacy, knowledge, and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship
- To foster positive cross-cultural attitudes towards the communities that the two languages represent
- To foster positive self-esteem for all participating students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1	80%
2	70%

Method of separating languages for instruction:

By subject and team teaching

Languages used for content area subjects and electives:

1—Spanish instruction:

Spanish Language Arts, P.E., Social Studies, Music, Art, Story Time, Handwriting, Reading

1—English instruction:

English Language Arts

2—Spanish instruction:

Administrative Tasks, Spanish Language Arts, Social Studies, Music, Art, Math, Science, P.E.

2—English instruction:

English Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students work in heterogeneous mixed language groups, cooperative groups, and in pairs where peer patterns may vary.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

86%

Additional program staff:

- 2 part time bilingual aides
- 1 full time resource teacher
- 1 full time special projects assistant

Computer use:

Jostens Learning Program in Spanish

PROGRAM EVALUATION

The program is not being evaluated at this time.

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

Procedures/Instruments

LAS, SOLOM, IPT

English language proficiency

LAS, SOLOM, IPT

Academic achievement in Spanish

Aprenda

Academic achievement in English

Stanford (SAT/8)

Self-esteem/competence

(To be determined)

Attitudes

(To be determined)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language classes are being planned
- Bilingual Site Advisory Committee has been established
- Parent-teacher collaboration workshops are being developed

School Board's view of the program:

- The district's Board of Trustees has taken a proactive role in meeting the new challenges provided to schools by the changing student population

**San Jose Unified School District
San Jose, California**

Two-Way Immersion Program

Schools:

River Glen Elementary
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

John Muir Middle School
1260 Branham Lane
San Jose, CA 95118
408-998-6281

Contact persons:

Linda Luporini-Hakmi
Resource Teacher
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

Rosa G. Molina, Principal
River Glen Elementary
1610 Bird Avenue
San Jose, CA 95125
408-998-6240

Mike Carr, Principal
John Muir Middle School
1260 Branham Lane
San Jose, CA 95118
408-998-6281

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

River Glen: K-7
John Muir: 8

Year program began:

1986

Program size:

Grade level	# of Classes	Class size:
K	2	30
1	2	30
2	2	30
3	2	28
4	2	27
5	1	30
6	1	28
7	1	21
8	1	24

Ethnic/racial breakdown of school:

66% Hispanic; 1% Black; 30% White; 2% Asian;
1% Pacific Islander

Criteria for selecting and accepting students:***Spanish speakers***

No criteria for grades K-1. At the second grade, students must be classified as LEP (oral proficiency test). In grades 3-6, students must be bilingual, fluent English speakers.

English speakers

No criteria for grades K-1. English speakers may only enroll at these two levels.

Funding sources:

District funds; Desegregation Magnet; Title VII DBE Grant

Program materials available to others:

- Program brochure; catalogue
- Information on teaching strategies used; parent education

Recruitment procedures:

District recruitment drive conducted at Enrollment/Assignment Centers where parents receive a catalogue of choice schools; school tours; word of mouth; program brochures distributed to local businesses, libraries, pre-schools, etc.

Program objectives:

- Develop bilingual and biliterate students (Spanish and English) by developing fluency in communication and literacy in two languages
- Develop academically successful students by mastering knowledge in all academic subjects as outlined in the district guidelines
- Develop and cultivate an understanding and appreciation of other cultures, thus inspiring self-esteem and positive attitudes among all students, their families and communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%	4-5	60%
2	85%	6-7	50%
3	80%	8	40%

Method of separating languages for instruction:

K-2: by teacher; 3-8: by subject

Languages used for content area subjects and electives:

K-1—Spanish instruction:

Reading Readiness/Language Arts, Math, Science, Social Studies, P.E., Art, Oral Language Devel.

K-1—English instruction:

Oral Language Development

2—Spanish instruction:

Reading/Language Arts, Math, Science, P.E., Art

2—English instruction:

Social Studies

3—Spanish instruction:

Reading/Language Arts, Math, Science, Social Studies, P.E., Art

3—English instruction:

Reading/Language Arts

4—Spanish instruction:

Reading/Language Arts, Science, Social Studies, Math. P.E., Art

4—English instruction:

Thematic Reading/Language Arts, Literature

5—Spanish instruction:

Reading/Language Arts, Math, Science, Art

5—English instruction:

Reading/Language Arts, Social Studies

6—Spanish instruction:

Reading/Language Arts, Math, Science

6—English instruction:

Reading/Language Arts, Social Studies, P.E., Elective

7—Spanish instruction:

Reading/Language Arts, Science, Social Studies

7—English instruction:

Reading/Language Arts, Math, P.E.

8—Spanish instruction:

Reading, Social Studies

8—English instruction:

Science, Math, P.E., Elective

Language of initial reading instruction:

Spanish speakers and English speakers:
Spanish

Instructional grouping:

Students work in heterogeneous groups and are integrated for content instruction except for ESL mini-groups during English exchange time in grades K-2. In third grade there is a transitional English reading group as needed.

Percent of program teachers

proficient in both languages: 100%

Percent of program staff

proficient in both languages: 99%

Additional program staff:

- 1 full time resource teacher
- 4 full time bilingual aides
- 2 full time program assistants
- 1 part time Title VII project coordinator
- 1 part time Title VII resource teacher
- 1 half time technology resource teacher

Computer use:

In both languages; word processing in grades 4-7

Curriculum/materials development:

Classroom teachers have developed curricula for grades K-7 that follow monthly themes.

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish oral language proficiency

English oral language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

LAS

LAS

La Prueba

CTBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Advisory Committee, school visits, classroom assistance, Booster Club (HABLA)

Community responses to the program:

- Very positive
- The program is being supported by the families in the neighborhood as well as throughout the district, since it is a magnet program
- Attracts students from outside the district

School Board's view of the program:

- Supportive, one of the few programs meeting desegregation's goals of integration and high academic success
- The Board has seen the program grow and flourish due to excellent teaching, strong program design and parental commitment
- The program has received awards and recognition at the city, county, and national levels

Advice to start-up programs:

- Start gradually and small, perhaps at just the kindergarten level and increase a grade level each year
- Be sure to lay the groundwork first in providing in-service training for staff involved and at the site where the program will be located

Most important features of the program:

- Commitment of parents and teachers to the program and the program design
- Staff training which ensures that immersion and other important teaching techniques are employed
- A feeling of teamwork, group-based decisions and working together toward the same goals
- The real learning comes from the students learning from one another. The school is a truly integrated school and provides an environment where all students can learn and all students can succeed.

**San Mateo-Foster City School District
San Mateo, California**

Two-Way Developmental Bilingual Education Program

Schools:

Fiesta Gardens International School
1001 Bermuda Drive
San Mateo, CA 94403
415-312-7737

Contact persons:

Joan Lau
Principal
Fiesta Gardens International School
1001 Bermuda Drive
San Mateo, CA 94403
415-312-7737

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993

Ethnic/racial breakdown of school:
37.8% White; 55% Hispanic; 4% Black; 2% Asian; .4% American Indian; .8% Tongan

Criteria for selecting and accepting students:

English and Spanish speakers:
First-come, first-served

Recruitment procedures:
Presentations; a hot-line; brochures; mailings; advertisements in the newspaper and on radio and television (in Spanish and English); posters in the community; visitations to schools

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	3	26
1	3	26
2	2	24

Funding sources:
District

Program materials available to others:

- Brochures
- Research materials

Program Objectives:

- To develop literacy for all students in English and Spanish
- To teach all subjects in a developmentally appropriate manner, utilizing a hands-on investigative approach
- To develop global awareness
- To develop computer literacy

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	90%
2	80%

Method of separating languages for instruction:

By block of time, subject, teacher

Languages used for content area subjects and electives:

K-1—Spanish instruction:

All subjects except English Language Arts

K-1—English instruction:

English Language Arts

2—Spanish instruction:

All subjects except English Language Arts and Social Studies

2—English instruction:

English Language Arts, Social Studies

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 2 part time bilingual aide
- 1 part time speech teacher
- 1 part time resource specialist (special education)
- 1 part time psychologist

Computer use:

In Spanish and English

Curriculum/materials development:

Global education lessons in Spanish

PROGRAM EVALUATION

Evaluator:

Jorge Cuervas
 Far West Laboratory for Educational
 Research and Development
 730 Harrison Street
 San Francisco, CA 94107
 415-565-300

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	ITAS-Spanish
Academic achievement in English	ITAS-English, CLAS (in grade 5)
Writing	Portfolio assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance and parent language classes
- Grant proposal writing
- Fundraising
- Work with computers

Community responses to the program:

- At first a great deal of skepticism and reluctance, but now there is a warm, receptive atmosphere centered around the school and the program

School Board's view of the program:

- Very supportive; the Board chose to start the program

Advice to start-up programs:

- Teachers are the number one factor
- Teachers must have sufficient preparatory time to develop lessons adequately
- Parent involvement is crucial

Most important feature of the program:

- Qualified teachers; support of School Board and parents

**Santa Cruz City Schools
Santa Cruz, California**

DeLaveaga's Two-Way Language Immersion Program

Schools:

DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

Contact persons:

Carol Loverde
Teacher

DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

Sarah Balla
Site Coordinator
DeLaveaga Elementary School
1145 Morrissey Boulevard
Santa Cruz, CA 95062
408-429-3807

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
January 1994

Ethnic/racial breakdown of school:
68% White; 29% Hispanic, 3% Other

Criteria for selecting and accepting students:

Spanish speakers:

All students are accepted through grade 2

English speakers:

All students are accepted through grade 1

Recruitment procedures:

Community and parent meetings; flyers; word-of-mouth

Grade level(s) of the program:
1

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	# of classes	Class size
1	1	27

Funding sources:

District

Program materials available to others:

- Information packets
- Videos (on loan basis)

Based on information provided in 1994. Updated information not available.

Program Objectives:

- Fluency and literacy in Spanish and English
- Positive cross-cultural appreciation and understanding
- High academic achievement

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1 80%

Method of separating languages for instruction:

By block of time, subject, theme, teacher

Languages used for content area subjects and electives:

1—Spanish instruction:

Language Arts, Math, Sciences

1—English instruction:

Geography, Sciences, Art, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day in a Multi-Age Primary Program; each student has a second class in English in the afternoon that rotates by teacher, theme and subject every seven weeks.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 part time bilingual aide
- 1 part time site coordinator
- 1 part time resource specialist
- 1 part time migrant aide

Computer use:

Math in English and Spanish

Curriculum/materials development:

Spanish language thematic units (e.g., time, the solar system, light)

PROGRAM EVALUATION

Evaluator:

Dr. Barry McLaughlin

399 Kerr Hall

University of California at Santa Cruz

Santa Cruz, CA 95064

408-459-4095

Evaluation components and procedures:
Items under assessment

Procedures/Instruments

Target language proficiency	IPT, SOLOM
English language proficiency	IPT, SOLOM
Academic achievement in target language	SABE, La Prueba
Academic achievement in English	CAT-5
Self esteem/confidence	Perceived Self-Confidence Scale
Attitudes	Cross-Cultural Attitude Survey
Authentic assessments	Portfolios, Interactive journals, anecdotal records, reading questionnaires
Classroom practices	Observations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:

- Mixed at the outset, but warming up to idea after many community meetings; still cautious

School Board's view of the program:

- Supportive; delighted to finally have an immersion program in the district

Advice to start-up programs:

- Take care with communication at each step of the way
- Lay the groundwork
- Be informed

Most important feature of the program:

- Terrific parental support; committed staff; compatibility of existing teaching styles and environment with program

**Santa Monica-Malibu Unified School District
Santa Monica, California**

Developmental Bilingual Program Two-Way Spanish Immersion

School:

Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404
310-828-0335

John Adams Middle School
2425 16th Street
Santa Monica, CA 90405
310-452-2326

Santa Monica High School
601 Pico Boulevard
Santa Monica, CA 90405
310-395-3204

Contact persons:

Amalia Cudeiro, Principal/Project Director
Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404; 310-828-0335

Diane Brunson, Title VII Specialist
Edison Elementary School
2425 Kansas Avenue
Santa Monica, CA 90404; 310-828-0335

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of school:
64.9% Hispanic; 6.4% Black; 26.7% White;
1.3% Asian; 0.8% American Indian

Criteria for selecting and accepting students:

Students from both language groups are recruited from the local community (predominantly Latino) and from outside the local area.

Recruitment procedures:

- In both Spanish and English language:
- Required school visitation classroom observations
 - Community presentations at local libraries
 - Speakers at pre-schools
 - Advertisement in Spanish and English publications
 - Distribution of program flyers throughout community (doctors' offices, laundromats, etc.)
 - Video presentations in both Spanish and English

Grade level(s) of the program:

Edison (K-5); John Adams (6-8); Santa Monica (9)

Grade level increases planned:

One grade level per year to grade 12

Program size:

Grade level	# of Classes	Class size
<i>Edison Elementary:</i>		
K	2	27
K/1 (Ungraded)	2	28
1/2	1	26
1/2 (Ungraded)	2	27
2/3	2	26
2/3 (Ungraded)	2	25
3/4	1	24
4	1	25
4/5	1	25
5	1	26
<i>John Adams Middle School:</i>		
6	2	33
7	1	23
8	1	23
<i>Santa Monica High School</i>		
9	1	25

Funding sources:

1994-95 last year of 5 year Title VII DBE Grant

Program materials available to others:

- Locally-made video in Spanish and English
- Will be making a video especially for the recruitment of African-Americans
- Brochures and numerous articles regarding bilingualism for prospective parents

Program objectives:

- Development of full academic proficiency in both L1 and L2 for all program participants and positive psycho-social adjustment
- Recruitment of bilingual certified staff, ongoing in-service training based on staff needs, and the establishment of a bilingual/immersion teacher mentor program
- Maintain an optimal balance 60/55% Spanish-dominant students and 40/45% English-dominant students
- Creation of a self-esteem curriculum and augmentation of Spanish language materials
- Computerized tracking of students' academic performance

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%
4-5	50%
6-8	30%
9	25%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

K—Spanish instruction:

Language Arts, Math, Science, Social Studies, P.E., Computers, Art, Music

K—English instruction:

ELD (English Language Development) in content areas

1-2—Spanish instruction:

Language Arts, Math, Science, Social Studies, Art, Music

1-2—English instruction:

P.E., ELD

3—Spanish instruction:

Language Arts, Math, Science, Social Studies

3—English instruction:

Art, Music, P.E., Intro to English Reading (2nd semester)

4-5—Spanish instruction:

Language Arts, Math, Science Social Studies, Music, Art

4-5—English instruction:

Language Arts, Science, Social Studies, Music, Art, P.E.

6-8—Spanish instruction:

Language Arts (comp. and lit.), Social Studies

6-8—English instruction:

All other classes offered at the middle school

9—Spanish instruction:

Physical Science, Algebra, Humanities (students must take two of three)

9—English instruction:

All other classes offered at high school

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Cooperative groups. Students are integrated during content instruction.

Computer use:

In English and Spanish

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 Title VII Specialist
- 6 part time bilingual aides (not funded by Title VII)
- 1 full time social worker/counselor

PROGRAM EVALUATION

Evaluator:

Dr. Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

BSM, LAS, SOLOM

BSM, LAS, SOLOM

SABE, Language Arts portfolios

ITAS, (4th & 5th grades - CLAS and District Writing Proficiency), Language Arts portfolios

Perceived Competence and Social Acceptance

Perceived Competence and Social Acceptance

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- Parents assist in the Recruitment Program and the preparation of materials for classroom use

Community responses to the program:

- Very positive and supportive.
- Community also involved in procuring resources to support program
- Community progressing in cross-cultural understanding

School Board's view of the program:

- They are highly committed to maintaining the program through the high school level

Advice to start-up programs:

- Recruit qualified teachers (including English-dominant speakers of all ethnic groups)
- Provide staff development in philosophy, teaching strategies, and management strategies for a two-way immersion program
- Select and prepare appropriate materials for student use
- This program should be replicated nationwide. This is a natural way to learn a second language.

Most important features of the program:

- Commitment and support from the parents, teachers, administration, Board of Education, and community
- High academic and social expectations
- Development of cross-cultural understanding among students and families

**Santa Paula Elementary School District
Santa Paula, California**

Two-Way Intensive Language Program

Schools:

Glen City Elementary School
141 South Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

Contact persons:

Dr. Larry Salmon
Multicultural/Bilingual Magnet Resource Teacher
141 S. Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

Mrs. Avelina Ramirez
Teacher
141 S. Steckel Dr. (P.O. Box 710)
Santa Paula, CA 93061-0710
805-933-5376

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1990

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
75% Hispanic; 22% White; 1.6% Asian; .7%
Black; .4% Native American

Program size:

Grade level	# of classes	Class size
K	1	31
1	1	29
2	1	32
3	1	25
4	1	27

Criteria for selecting and accepting students:
Parent/school team collaborative decision

Recruitment procedures:
Brochures; parent meetings; newspaper articles;
kindergarten round-up registration; word-of-mouth

Funding sources:
No special two-way program funding

Program materials available to others:
•Brochures
•Newspaper articles

Program Objectives:

- All students will become bilingual and biliterate in English and Spanish and will maintain those skills through the fifth grade
- All students will be successful academically in all subjects
- Each student will appreciate his or her own culture, as well as other cultures, thereby growing in self-esteem
- All students will learn to work cooperatively and become responsible citizens

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	80%
3	70%
4	60%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

K—Spanish instruction:

Language Arts, Math, Science, Social Studies, Art, Music

K—English instruction:

ESL, P.E.

1—Spanish instruction:

Reading, Math, Social Studies, Science, Art, Music

1—English instruction:

Social Studies, ESL, P.E., Music

2—Spanish instruction:

Reading, Math, Science, Social Studies, Art

2—English instruction:

Social Studies, ESL, P.E.

3—Spanish instruction:

Reading, Math, Science, Social Studies, Music

3—English instruction:

Social studies, ESL, P.E., Music, Art

4—Spanish instruction:

Reading, Math, Oral and Written Language Development

4—English instruction:

Reading, Social Studies, Science, ESL, Written Language Development, P.E., Music, Art

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:

80%

Percent of program staff proficient in both languages:

90%

Additional program staff:

- 3 part time bilingual aides
- 1 full time multicultural/bilingual magnet resource teacher
- 1 part time two-way program resource teacher (also serves as the Kindergarten program teacher)
- 1 full time principal

Computer use:

In Spanish and English

Curriculum/materials development:

None

PROGRAM EVALUATION

Evaluator:

Dr. Larry Salmon
 Glen City Elementary School
 141 S. Steckel Dr. (P.O. Box 710)
 Santa Paula, CA 93061-0710
 805-933-5376

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency

Pre-LAS, LAS

English language proficiency

Pre-LAS, LAS

Academic achievement in target language

SABE, Developing Skills Checklist
(CTB/McGraw-Hill)

Academic achievement in English

CTBS, Developing Skills Checklist

English and Spanish oral language proficiency
and reading ability

Videotaping of individual students

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations and classroom assistance
- Parent education sessions about program (twice a year)

Community responses to the program:

- Largely positive, however, some school community members are skeptical; most parents involved have been supportive

School Board's view of the program:

- The central administration and the board members are supportive, but are also interested in the degree of success of the program

Advice to start-up programs:

- Contact a successful two-way program to obtain salient information, especially concerning how to plan all aspects of the program before beginning it
- Recruit teachers who are certified in bilingual education, are native speakers of Spanish and proficient speakers of English, and believe in the two-way philosophy
- Have sufficient pre-service and in-service training for two-way program teachers
- Promote community support
- Develop a brochure that explains the program

Most important feature of the program:

- Additive bilingualism—giving each child, whether dominant in English or Spanish, the opportunity to learn a second language and maintain it

**Roseland Elementary School
Santa Rosa, California**

Roseland Immersion Program

Schools:

Roseland Elementary School
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

Contact persons:

Laura Vallejo
Bilingual Program Coordinator
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

Angela Velarde
Bilingual Resource Teacher
950 Sebastopol Road
Santa Rosa, CA 95407
707-545-0102

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
47% White; 28% Hispanic; 10% Asian; 7%
Black; 8% Other

Criteria for selecting and accepting students:
(In development)

Recruitment procedures:
None

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade	# of classes	Class size
K	1	28
1	1	28
2	1	28
3	1	28

Funding sources:
District, ESEA, Chapter 1

Program materials available to others:
None at this time

Program Objectives:

- All students will become biliterate and bilingual
- Promote cross-cultural understanding and tolerance

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	90%
2	80%
3	80%

Method of separating languages for instruction:

By block of time and by teacher

Languages used for content area subjects and electives:

K—Spanish instruction:

All courses, except English Language Development (ELD)

K—English instruction:

ELD

1—Spanish instruction:

All content and elective courses, except ELD

1—English instruction:

ELD

2—Spanish instruction:

All content courses, except ELD

2—English instruction:

Art, Drama, Music, ELD

3—Spanish instruction:

All content courses except ELD

3—English instruction:

Art, Drama, Music, Science, ELD

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day, except for English Language Development.

Percent of program teachers proficient in both languages:

67%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time bilingual aide
- 1 part time bilingual aide
- 1 part time Title VII resource teacher
- 1 part time program coordinator

Computer use:

In English and Spanish

Curriculum/materials development:

(In process of developing)

PROGRAM EVALUATION

Evaluator:

In-house

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	IPT
English language proficiency	IPT
Academic achievement in target language	SABE
Academic achievement in English	CTBS

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent education

Community responses to the program:

- Great

School Board's view of the program:

- Very supportive

Advice to start-up programs:

- Seek assistance in planning and implementing the program

Most important feature of the program:

- The program is tailored to the particular needs of the school and community

**Vacaville Unified School District
Vacaville, California**

Two-Way Immersion Program

Schools:

Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

Contact persons:

Michelle Dally
Principal
Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

Jane Klotz
Bilingual Resource Specialist
Edwin Markham Elementary
101 Markham Avenue
Vacaville, CA 95688
707-453-6230

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
54% White; 35% Hispanic; 6% Black; 5% Asian

Criteria for selecting and accepting students:

Spanish speakers:

All students participate unless parent requests otherwise

English speakers:

Voluntary participation

Recruitment procedures:

Brochures, parent meetings, information disseminated to district schools

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade	# of classes	Class size
K	1	25
1	1	25
2	1	25
2/3	2	22

Funding sources:
District

Program materials available to others:

- Brochures
- Program guidelines

Program Objectives:

- All students will be fluent in communication in Spanish and English by grade 6
- All students will be literate in both languages
- All students will have an understanding and appreciation for all cultures, with emphasis on Hispanic culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	90%
2	80%

Method of separating languages for instruction:

By block of time (K-1); by day (2)

Languages used for content area subjects and electives:

K-2—Spanish instruction:

All subjects

K—English instruction:

Pre-reading skills

1—English instruction:

Reading patterns/Language, Writing

2—English instruction:

Integrated theme (1 day per week, all subjects)

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

•3 part time bilingual aides

•1 part time bilingual resource teacher

Computer use:

(anticipated)

Curriculum/materials development:

Reading Recovery for Spanish Speakers

(Bridges) for first grade

PROGRAM EVALUATION

Evaluator:

In-house evaluations at present

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency

LAS (planned)

English language proficiency

LAS (planned)

Academic achievement in target language

SABE (planned)

Social development

Teacher and parent observations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent council
- Classroom assistance
- Parent activity nights

Community responses to the program:

- Positive

School Board's view of the program:

- Positive

Advice to start-up programs:

- One class per grade is difficult—consider multi-age classrooms to create an environment that is developmentally appropriate and permits flexibility of movement for students who do not work well together

Most important feature of the program:

- First language support given to Spanish speakers; self-esteem of all students promoted

**Valley Center Union School District
Valley Center, California**

Valley Center Bilingual Education Program

Schools:

Valley Center Primary School
1429 Fruitvale Road
Valley Center, CA 92082
619-749-8282

Valley Center Elementary -
Lower School and Upper School
28751 Cole Grade Road
Valley Center, CA 92082
619-749-1631

Valley Center Middle School
28751 Cole Grade Road
Valley Center, CA 92082
619-749-8555

Contact persons:

Olivia Leschick
Director of Categorical Programs
28751 Cole Grade Road
Valley Center, CA 92082-6599
619-749-0464

Sarah Clayton
Assistant Superintendent
28751 Cole Grade Road
Valley Center, CA 92082
619-749-0464

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-6

Year program began:
1982

Ethnic/racial breakdown of school:
30% Hispanic; 60% White; 10% American Indian

Criteria for selecting and accepting students:

Spanish speakers:

All are accepted into the program, unless the parent does not want the child in the program.

English speakers:

Initially, at kindergarten, all students are accepted. From first through second grades, most students are accepted. At third grade and above, students are accepted only after counseling with parents by the site administrator. Placement is based upon parent consent.

Recruitment procedures:

- By word-of-mouth
- Brochure on bilingual program
- Presentation at kindergarten round-up and other community presentations

Program size:

Grade level	# of classes	Class size
<i>Valley Center Primary:</i>		
K	5	28
1	5	28
<i>Valley Center Elementary - Lower School:</i>		
2	5	28
3	5	28
<i>Valley Center Elementary - Upper School:</i>		
4	4	28
5	4	28
<i>Valley Center Middle:</i>		
6	2	30

Funding sources:

Local funding, state funding, and Title VII DBE Grant

Program materials available to others:

- Brochure and program description

Program objectives:

- To assist project participants to develop native language proficiency
- To assist project participants to develop second language proficiency
- To assist project participants to develop cross-cultural attitudes and behaviors
- To establish a school/home partnership through parent involvement and activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	75% (LEP)
	40-60% (EO)
1-2	75%
3	75% (Fall); 50% (Spring)
4-6	50%

Method of separating languages for instruction:

Method varies. In general, languages are separated by subject and sometimes by teacher. English-only students have instruction in their primary language for Language Arts and Math. Teachers of content areas alternate language of instruction.

Languages used for content area subjects and electives:

K-6—Spanish instruction:

Reading Readiness, Math, Social Studies, Art, Science, P.E., Music

K-6—English instruction:

Reading Readiness, Math, Social Studies, Art, Science, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Instruction is done through whole and small groups. Sometimes students are grouped by language, sometimes by skills, and many times cooperatively and heterogeneously. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:

90%

Percent of program staff proficient in both languages:

40%

Additional program staff:

- 2 full time resource teachers
- 20 part time bilingual aides
- 1 full time community liaison
- 1 part time bilingual speech/language specialist
- 1 bilingual special education resource teacher
- 1 bilingual school psychologist
- 3 bilingual site administrators

Computer use:

Computer use in both languages

Curriculum/materials development:

Teachers have developed some core literature units and some thematic units.

PROGRAM EVALUATION

Evaluators:

Kathryn Lindholm
 San Jose State University
 One Washington Square
 San Jose, CA 95192-0074
 408-924-3752

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish proficiency

LAS

English proficiency

LAS

Academic achievement in Spanish

SABE

Academic achievement in English

MAT 7

Attitudes

Cross-Cultural Attitude Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, classroom assistance, and language classes
- A Family Learning Program has begun in the evenings for both target language speakers and English language speakers. Lesson design integrates both language groups so they learn collaboratively and practice their second language. Response has been great.

Community responses to the program:

- Eliciting positive community response is a constant challenge. The district has begun hosting bilingual program community forums to keep community support high.
- In 1993-94 the bilingual program was identified as exemplary by the California Association for Bilingual Education (CABE)

School Board's view of the program:

- They have adopted a policy that states that bilingualism is desirable and attainable

Advice to start-up programs:

- Look to the future in planning your program. Some two-way programs do not lend themselves to late-entry students (either English-only or limited English proficient)

Most important features of the program:

- Staff commitment and expertise
- Administrative support
- Equal language status

**Pajaro Valley Unified School District
Watsonville, California**

Alianza Dual Language Immersion Program

Schools:

Alianza School
440 Arthur Road.
Watsonville, CA 95076
408-728-6333

Contact persons:

Michael Jones
Principal
440 Arthur Road
Watsonville, CA 95076
408-728-6333

Pola Espinoza
440 Arthur Road
Watsonville, CA 95076
408-728-6333

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K, 1 and 1/2 combination

Year program began:
1993

Grade level increases planned:
One grade level per year to grade 6

Ethnic/racial breakdown of school:
78% Hispanic; 20% White; 1% Black; 1% Asian

Program size:

Grade level	# of classes	Class size
K	3	29
1	2	31
1/2	1	30

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

Taken from one of four district attendance areas as part of desegregation policy

Funding sources:

General school funds; LEP and Chapter 1

Recruitment procedures:

Visits to magnet community pre-schools; parental meetings

Program materials available to others:

- Brochure
- Program guidelines
- Newsletter
- Observation guide

Program Objectives:

- Students will become fully bilingual and biliterate
- Students will achieve overall academic excellence
- Students will acquire positive attitudes toward the cultures represented in our academic community
- Self-esteem
- Team teaching

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K 90%
1 80%

Method of separating languages for instruction:

By block of time and teacher

Languages used for content area subjects and electives:

K-1/2—Spanish instruction:

All subjects

K—English instruction:

Twenty minutes daily

1-1/2—English instruction:

Thirty minutes daily

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

LEP and EP students are integrated the entire day.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 2 full time bilingual aides
- Science instructor (1 and 1/2)

Computer use:

None

Curriculum/materials development:

- English Language Development thematic lesson plans
- Spanish literacy materials

PROGRAM EVALUATION

Evaluator:

Program is not being evaluated at this time

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent in-service program

Community responses to the program:

- 100% of those who pre-registered for kindergarten were in support of beginning the program

School Board's view of the program:

- Voted by narrow margin to allow the program to be implemented after much lobbying by program staff

Advice to start-up programs:

- Begin researching and planning program and visiting other schools about 1-2 years before starting

Most important feature of the program:

- Committed staff and teamwork

**Windsor Union School District
Windsor, California**

Windsor Union School District's Two-Way Spanish Immersion Program

School:

Cali Calmécac
7650 Bell Road
Windsor, CA 95492-8998
707-837-7747

Contact persons:

John Lehmann, Principal
7650 Bell Road
Windsor, CA 95492-8998
707-837-7747

Ginger Dale, Assistant Principal
7650 Bell Road
Windsor, CA 95492-8998
707-837-7747

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1986

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	3	30
1	3	30
2	3	30
3	3	30
4	3	30
5	3	30
6	2	30
7	2	30
8	2	30

Ethnic/racial breakdown of school:
60% Hispanic; 40% White

Criteria for selecting and accepting students:

Spanish speakers:

Accept all at all grade levels

English speakers:

First priority is given to those who have siblings in the program and those attending orientation meetings. Next priority is given by date of signed permission after 2nd grade.

Funding sources:
District

Recruitment procedures:

- Parent information meetings
- Flyers and announcements

Program materials available to others:

- Video: *How to Plan & Implement a Two-Way Spanish Immersion Program*
- Manual: *How to Plan & Implement a Two-Way Spanish Immersion Program* (available from Foreign Languages and International Studies Unit, California State Department of Education, PO Box 944272, Sacramento, CA, 94244-2720)

Program objectives:

- Fluency and literacy in Spanish and English
- High academic achievement
- Positive cross-cultural appreciation and understanding
- Positive psycho-social development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	90%
2	85%
3	80%
4	70%
5-8	50%

Method of separating languages for instruction:

By teacher and subject

Languages used for content area subjects and electives:

K-2—Spanish instruction:

All subjects except English Language Development

3—Spanish instruction:

All subjects except some P.E. and English Language Arts

4—Spanish instruction:

All subjects except English Language Arts and Social Studies

5—Spanish instruction

Math, some Science, Spanish Language Arts

5—English instruction

Social Studies, English Language Arts, P.E., and some Science

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Students are grouped heterogeneously by language, academic levels, and gender. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Curriculum/materials development:

Teachers have developed integrated units around Literature, Social Studies, or Science themes.

PROGRAM EVALUATION

Evaluator:

Michael Juric, Director of Curriculum Windsor Unified S.D.
 7650 Bell Rd.
 Windsor, CA 95492-8998
 707 837-7707

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Parent participation

Classroom practices

Procedures/Instruments

IPT, SOLOM

IPT, SOLOM

SABE

CAT

Perceived Self-Competence Scale

Student Survey

Teacher survey

Observations with rating sheets

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Council, Site Council, PTA, school visits, classroom assistance, and language classes
- Participation in Advocates for Language Learning and the Bilingual Advisory Committee
- Parenting classes, home visits, informational meetings, fund raisers, School Board newsletters
- Programs and activities such as dances, potlucks, and picnics

Community responses to the program:

- Mixed response. In general they are supportive of the program.

School Board's view of the program:

- Very supportive

Advice to start-up programs:

- Networking is very important

Most important features of the program:

- Strong teachers
- Instructional strategies (whole language, cooperative learning)

**Woodland Joint Unified School District
Woodland, California**

K-6 Spanish Immersion Program

Schools:

Beamer Park Elementary School
525 Beamer Street
Woodland, CA 95695
916-662-1769

Contact persons:

David Nevarez, Principal
Beamer Park Elementary School
525 Beamer Street
Woodland, CA 95695
916-662-1769

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-6

Year program began:
1986

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	31
1-3	3	31
4-6	3	31

Ethnic/racial breakdown of school:
52% Hispanic; 1.5% Black; 43% White; 3% Asian;
4% Pacific Islander

Funding sources:
Regular district funds

Criteria for selecting and accepting students:***Spanish speakers:***

One-third of incoming kindergarten

Bilingual speakers (Spanish and English):

One-third of incoming kindergarten

English speakers:

One-third of incoming kindergarten

Program materials available to others:
By request

Recruitment procedures:

- Parents and students are provided information through newsletters and local newspapers
- Applications are accepted and screened

Program objectives:

- To develop high levels of proficiency in the students' primary language
- To develop high levels of proficiency in the students' second language
- To develop academic achievement in other subject areas
- To demonstrate positive cross-cultural attitudes and behaviors
- To show evidence of high levels of psycho-social competence

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1-3	80%
4-6	50%

Method of separating languages for instruction:

By block of time (K-3) and by week (4-6)

Languages used for content area subjects and electives:

K—Spanish and English instruction:

Classroom teacher speaks only in Spanish while P.E. teacher speaks only in English

1-3—Spanish and English instruction:

Classroom teacher speaks 80% Spanish and English 20%

4-6—Spanish and English instruction:

Classroom teacher speaks 50% Spanish and 50% English on an alternate week schedule

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

Spanish

Instructional grouping:

Heterogeneous groups. Primary multi-age classrooms consist of students ages six through nine. Intermediate classrooms consist of students ages ten through thirteen.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

55%

Additional program staff:

- 2 part time bilingual aides
- 1 part time bilingual resource specialist

Computer use:

Computers are used in Writers Workshop and for research projects in English and Spanish. Macintosh programs include: *America Online*, *Geokids Network*, *Microsoft Works*, *Bilingual Writing Center*, *Type to Learn*

Curriculum/materials development:

The District Core Curriculum is supplemented by teacher developed materials to accommodate multi-aged classrooms

PROGRAM EVALUATION

There is no official evaluator of this program.

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish proficiency

IPT, SOLOM

English proficiency

IPT, SOLOM

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

Self-esteem/competence

Student survey

Attitudes

Student Survey

Writing

Holistic measures/Rubrics

Complex Instruction

Stanford Assessment Program, teacher/student observations and graphs

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, and parent language classes in English and Spanish
- Immersion Parent Group and PTA
- Bilingual Advisory Group
- Assistance with fund-raisers, field trips, and the arts (e.g., Ballet Folklórico de Beamer)

Community responses to the program:

- Very favorable
- Parental involvement is greater than in other bilingual programs
- Professional community (teachers, professors, businesses) are very interested in the program waiting list

School Board's view of the program:

- Very favorable and supportive

Advice to start-up programs:

- Start off one grade at a time to provide for sufficient training and material acquisition
- Encourage community involvement
- Keep standards (especially target language proficiency) high
- Maintain a multicultural program that emphasizes the target culture
- Bring in parents and students already in a program to talk to interested parents

Most important features of the program:

- Qualified bilingual staff
- Parents education
- Complex instruction
- Biliteracy
- Multi-age classes

**Woodland Joint Unified School District
Woodland, California**

Junior High School Developmental Bilingual Education Project

School:

Lee Junior High School
520 West Street
Woodland, CA 95695
916-662-0251

Contact persons:

Barry Cooper
Principal
Lee Junior High School
520 West Street
Woodland, CA 95695
916-662-0251

Luz Argentina Valentín
Bilingual Resource Teacher
Lee Junior High School
520 West Street
Woodland, CA 95695
916-662-0201 ext. 173

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

7-9 (grades 8 and 9 are late immersion; only grade 7 is two-way)

Year program began:

1992

Grade level increases planned:

Program will expand one grade level per year

Ethnic/racial breakdown of school:

38% Hispanic; 58% White; 4% Other

Program size:

Grade level	# of classes	Class size
7	2	30

Criteria for selecting and accepting students:***Spanish speakers:***

Students from the K-6 feeder school as well as other LEP students

English speakers:

Students from the K-6 feeder school as well as other EO students

Funding sources:

Title VII DBE Grant

Program materials available to others:

•In the process of developing

Recruitment procedures:

•Students from the district's K-6 feeder school continue their developmental program at Lee Junior High

Program Objectives:

- To develop high levels of proficiency in the students' primary language
- To develop high levels of proficiency in the students' second language
- To develop a high level of proficiency in math and science
- To develop academic achievement in other subject areas
- To demonstrate positive cross-cultural attitudes and behaviors
- To show evidence of high levels of psycho-social competence

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
50%

**Method of separating languages
for instruction:**
By subject

**Languages used for content area subjects
and electives:**
7—*Spanish instruction:*
Science, Social Studies
7—*English instruction:*
Math, Language Arts, Electives

Instructional grouping:

Students are integrated for instruction except for P.E. and electives. Grouping techniques include pairs, dyads, and cooperative learning models such as *Tribes* and *Complex Instruction*.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 2 part time bilingual aides
- 1 full time resource specialist

Computer use:

Apple/MacIntosh programs: *Microword*, *Microworks*, and *Logo* in English and Spanish

Curriculum/materials development:
Complex Instruction/Global Education developed by Stanford University

PROGRAM EVALUATION

Evaluator:

Lois Serrano
526 Marshall Avenue
Woodland, CA 95695
916-662-0201

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

SOLOM, IPT

English language proficiency

SOLOM, IPT

Academic achievement in Spanish

SABE, authentic assessment

Academic achievement in English

CTBS, authentic assessment

Self-esteem/competence

Student surveys

Attitudes

Student surveys

Writing

Holistic measures

Complex Instruction

Stanford Assessment Program, teacher/student observations and graphs

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, and parent language classes
- Project Immersion Parent Group
- Bilingual Advisory Group
- PTA
- Assistance with fundraisers, fieldtrips, and the arts such as Ballet Folklórico

Community responses to the program:

- Very favorable
- Parental involvement is greater than other bilingual programs
- Professional community (teacher, professors, businesses) very interested in this program

School Board's view of the program:

- Very favorable and supportive

Advice to start-up programs:

- Start off one grade at a time to provide for sufficient training and material acquisition
- Community involvement is extremely important
- Keep standards (especially target language proficiency) high
- Important to maintain a multicultural program that emphasizes the target culture at all times

Most important feature of the program:

- Complex Instruction
- Biliteracy

**Boulder Valley Schools
Boulder, Colorado**

***LINKAGES: Bridging Elementary and Middle School
Developmental Bilingual Education***

Schools:

Casey Middle School
2410 13th Street
Boulder, CO 80304
303-442-5235

Contact persons:

Nancy Commins
Title VII Project Manager
Casey Middle School
2410 13th Street
Boulder, CO 80304
303-442-5235

Lynn Widger-Alire
P.O. Box 9011
Boulder, CO 80301
303-447-5073

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
6-8

Year program began:
1993

Program size:

Grade level	# of classes	Class size
6	1	20
7	1	28
8	1	20

Ethnic/racial breakdown of district:
22% Hispanic; 3% Black; 70% White; 4% Asian;
1% Native American

Funding sources:
District and Title VII funds

Criteria for selecting and accepting students:

Spanish speakers:
Previous attendance in bilingual education, home language questionnaire

English speakers:
Previous attendance in bilingual education, self-nomination

Program materials available to others:
•School newsletter
•Newspaper articles
•Parent meetings

Recruitment procedures:
Informational meetings for fifth grade parents and teachers in feeder bilingual schools and word of mouth in the community

Program objectives:

- To continue to develop and improve bilingualism and biliteracy
- To increase students' overall academic achievement in content areas and in the use of learning strategies
- To establish a comprehensive middle level bilingual program which will provide leadership and expertise in the field

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6	35%
7	25%
8	12.5%

Method of separating languages for instruction:

By block of time, by teacher, and by subject

Languages used for content area subjects and electives:

6—Spanish instruction:

Social Studies, Science, Language Arts, Math

6—English instruction:

Social Studies, Science, Language Arts, Math, Electives (P.E., Art, Music)

7—Spanish instruction:

Language Arts, Geography*

7—English instruction:

Language Arts, Science, Math, Electives

8—Spanish instruction:

Language Arts

8—English instruction:

All other subjects

Instructional grouping:

Students are integrated all day except for forty-five minutes a day of enrichment activities in students' primary language or ESL/SSL for beginners of each language.

Percent of program teachers proficient in both languages:

70%

Percent of program staff proficient in both languages:

66%

Additional program staff:

- 1 part time bilingual aide
- 1 part time resource teacher
- 1 part time program manager

Computer use:

None at the present time

**The specific content area to be taught in Spanish could vary*

PROGRAM EVALUATION

Evaluator:

Ofelia Miramontes
School of Education
University of Colorado
Campus Box 249
Boulder, CO 80309
303-492-8554

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Academic achievement in Spanish

English proficiency

Academic achievement in English

Learning Strategies

Procedures/Instruments

SABE, SOIROP, writing samples

Sort, SOIROP, writing samples

SABE, Learning Strategies Questionnaire, portfolios

CAT, Learning Strategies Questionnaire, portfolios

CALLA questionnaires

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- Spanish-speaking parents' group and a site coordinator for a Community Learning Center
- Beginning a cross-school parent group including middle and high school parents

Community responses to the program:

- Favorable publicity from the press
- Strong parental support from both language communities

School Board's view of the program:

- Some members are extremely supportive; others are neutral. All are happy to have federal assistance.
- We have received extra support from the district in the form of F.T.E.

Advice to start-up programs:

- Two-way programs at the middle level must have a strong cohort of native English speakers who have developed Spanish literacy skills in elementary school
- Build in time prior to program inception to develop an integrated curriculum

Most important features of the program:

- Strong administrative support for an excellent and committed teaching staff

**Boulder Valley Schools
Boulder, Colorado**

Escuela Bilingüe Washington

Schools:

Escuela Bilingüe Washington
1215 Cedar Avenue
Boulder, CO 80304
303-449-6618

Contact persons:

Tony Vigil
Principal
Escuela Bilingüe Washington
1215 Cedar Avenue
Boulder, CO 80304
303-449-6618

Lynn Widger-Alire
P.O. Box 9011
Boulder, CO 80301
303-447-5073

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of district:
60% Hispanic; 2% Black; 37% White; 1% Asian

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

Lottery

Recruitment procedures:
Brochures

Grade level(s) of the program:
K-5

Program size:

There are total of 12 classes in the program. Kindergarten and first grade have two classes at each level. Grades 2-5 are multi-aged.

Funding sources:

District funds

Program materials available to others:

- Video
- Brochures
- Program guidelines

Program objectives:

- Develop two-way bilingual students
- Challenge students academically as well as linguistically
- Develop multicultural sensitivity

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	75%
1-5	50%

Method of separating languages for instruction:

By block of time, by week, and by subject

Languages used for content area subjects and electives:

K—Spanish instruction:

All subjects

K—English instruction:

English (30 minutes daily)

1—Spanish instruction:

Reading, Math, Art, Gym, Music, Computers

1—English instruction:

Reading, Science, Social Studies

2—Spanish instruction:

Reading, Writing, Art, Gym, Music, Computers

2—English instruction:

Science, Social Studies

3-5—Spanish instruction:

Reading, Writing, Art, Gym, Music, Computers

3-5—English instruction:

Math Science, Social Studies, Reading, Writing

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Heterogeneous grouping except for Language Arts.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

95%

Additional program staff:

- 8 full time bilingual aides
- 6 full time monolingual (Spanish) aides
- 1 full time special education instructor
- 1 full time Chapter 1 resource specialist
- 1 part time art instructor
- 1 part time music instructor
- 1 part time physical education instructor

Computer use:

Computer use in Spanish and English

PROGRAM EVALUATION

Evaluator:

The program is not being evaluated at this time.

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Academic achievement in Spanish

English proficiency

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

CAT, SABE

CAT

SABE, portfolios

CAT, portfolios

Self-made surveys

Self-made surveys

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- We try to move parents up the ladder from attending school programs to taking a leadership position in school communities

Community responses to the program:

- Held in high esteem in both communities

School Board's view of the program:

- Supportive
- Values the program

Advice to start-up programs:

- Make sure the principal is knowledgeable in the areas of first and second language development
- Get a strong staff

Most important features of the program:

- We have raised the status of Spanish to that of English
- We are now beginning to influence many programs in the Denver metro area and are a model nationwide

**Fort Lupton School District RE-8
Fort Lupton, Colorado**

Fort Lupton Bilingual Program

Schools:

Twombly Primary
1600 9th Street
Fort Lupton, CO 80621
303-857-6201

Butler Elementary
411 South McKinley
Fort Lupton, CO 80621
303-857-2714

Fort Lupton Middle School
201 South McKinley
Fort Lupton, CO 80621
303-857-6210

Contact persons:

Annette A. Gaddis, Bilingual Director
Fort Lupton School District RE-8
411 South McKinley
Fort Lupton, CO 80621
303-857-2714

Brent Mutsch, Superintendent
Fort Lupton School District RE-8
301 Reynolds Street
Fort Lupton, CO 80621
303-857-6291

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-6

Year program began:
1972

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
<i>Twombly:</i>		
Preschool	8	21
K	7	23
<i>Butler:</i>		
1	7	21
2	6	26
3	6	24
4	6	24
<i>Fort Lupton Middle:</i>		
5	5	23
6	5	25

Ethnic/racial breakdown of district:
45% Hispanic; <1% Black; 54% White; <1% Asian; <1% American Indian

Criteria for selecting and accepting students:
All students are welcomed

Recruitment procedures:
It is a voluntary program with the exception of preschool. All eight sections of preschool are bilingual classes. From kindergarten on up, parents can choose which program they wish their child to participate in.

Funding sources:
District supported Pre-K-6 grades (43 bilingual classrooms)

Program materials available to others:
•20-30 minute video
•Bilingual Teacher Handbook

Program objectives:

- The objectives are the same district objectives for all students in all content areas. Additional objectives include the following ESL/SSL components:
- Learning the basic skills
- Learning a second language
- Developing self-concept
- Promoting cultural awareness

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	100%
K	90%
1	80%
2	70%
3-6	50%

Method of separating languages for instruction:

Spanish-dominant speakers are taught reading and writing in their primary language. Teachers teach Social Studies, Science, and Math one day in English and the next day in Spanish.

Languages used for content area subjects and electives:

Pre-K-K—Spanish instruction:

Storytime, Math, Social Studies, Science

K—English instruction:

Storytime, Math, Social Studies, Science

1-6—Spanish instruction:

Reading, Math, Social Studies, Science, Music, P.E.

1-6—English instruction:

Reading, Math, Social Studies, Science, Music, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Whole group and small group—depends on the teacher. Students are integrated during content instruction for the most part. Some teachers separate students for reading instruction.

Percent of program teachers proficient in both languages:

95%

Percent of program staff proficient in both languages:

95%

Additional program staff:

- 43 bilingual teachers
- 43 bilingual aides
- 1 bilingual director
- 1 bilingual secretary

Computer use:

Computer use in Spanish and English

Curriculum/materials development:

Teachers have developed Big Books in Spanish, songs, poetry, and material to accompany the district curriculum.

PROGRAM EVALUATION

Evaluator:

The program will be undergoing evaluation

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

English proficiency

IPT, IDEA

Academic achievement in English

ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- Accountability committees

Community responses to the program:

- Very favorable
- It is a well-supported program

School Board's view of the program:

- The Bilingual Program has the support of the School Board, as evidenced by district financial commitment
- All position vacancies are filled with bilingual teachers when possible

Advice to start-up programs:

- The program needs district as well as parental support to succeed
- Administrative support is very important

Most important features of the program:

- The voluntary nature of the program
- Seeking the best teachers for the positions
- The district and financial support
- Over 1000 students are in the program

**New Haven Public Schools
New Haven, Connecticut**

Clinton Avenue Language Academy

School:

Clinton Avenue Language Academy
293 Clinton Avenue
New Haven, CT 06513
203-946-8404

Contact persons:

Patricia De Renzo
Principal
293 Clinton Avenue
New Haven, CT 06513
203-946-8404

Lisette Bernier-McGowan
Supervisor of Bilingual Education and ESL
54 Meadow Street
New Haven, CT 06519
203-946-8685

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1990

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	4	26
1	4	26
2	3	26
3	4	27
4	3	27

Ethnic/racial breakdown of school:
52.3% Hispanic; 37.1% Black; 9.6% White;
1% Asian

Criteria for selecting and accepting students:
Commitment from parents to project

Funding sources:
LEA

Recruitment procedures:
The school is a neighborhood school and serves the neighborhood population. Then, through application and selection by a controlled lottery, kindergarten students are added to the neighborhood population in the program.

Program materials available to others:
•Program is part of video on all magnet schools
•Video of Clinton Avenue Language Academy
•Program description and brochure

Program objectives:

- Develop the same general academic abilities of other students in the New Haven Public Schools, while experiencing a positive introduction to a second language.
- Introduce the second language through highly motivating activities.
- Attend to specific students' needs through Spanish as Maintenance and Support classes.
- Integrate bilingual and mainstream classroom for content areas and multicultural activities.
- Promote a bias-free environment through understanding the multicultural nature of society, valuing their own cultural and linguistic heritage as well as that of others.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	80% ESL, 5% SFL-SSL
1	80% ESL, 5% SFL-SSL
2	80% ESL, 10% SFL-SSL
3	60% ESL, 25% SFL-SSL
4	45% ESL, 35% SFL-SSL

Method of separating languages for instruction:

Specialists (SSL and SFL) and classroom teachers work together in various configurations: Integrated lessons given in Spanish or English. Activities designed to prepare students for second language acquisition begins in kindergarten, first and second grades. Students of third and fourth grades are placed in two groups of Spanish: Spanish as a Foreign Language and Spanish as Maintenance and Support. Science and Social Studies are used for content-based instruction.

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Integration is in specialty areas, multicultural activities and in some carefully planned hands-on science classes. Integration increases by third grade. Students are separated for language instruction part of the time, based on their level of Spanish. Spanish levels are integrated once a week.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
50%

Computer use:

Program uses computers, electronic textbooks, and software in English and Spanish.

Curriculum/materials development:

SSL and multicultural curriculum; working on incorporating HBJ and McMillan into SSL curriculum

PROGRAM EVALUATION

Evaluator:

Internal evaluation

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Test developed by the language specialist

SABE - Viva el Español

MAT-6

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, parents' workshops and language classes
- Home support and training for parents to apply what students are doing at school to the home
- After-school program
- Language classes
- Special events participation

Community responses to the program:

- Very positive

School Board's view of the program:

- Supportive

Most important features of the program:

- Tremendous increase in self-esteem for both Spanish-dominant and English-dominant students
- Positive interaction and integration of students
- Prestige of both languages has increased as well as an understanding of both cultures

Regional Multicultural Magnet School New London, Connecticut

LEARN

School:

Regional Multicultural Magnet School
1 Buckeley Place
New London, CT 06320
203-437-7775

Contact persons:

Richard Spindler Virgin
Principal
Regional Multicultural Magnet School
1 Buckeley Place
New London, CT 06320
203-437-7775

Lynne Ramage
Regional Multicultural Magnet School
1 Buckeley Place
New London, CT 06320
203-437-7775

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1994

Ethnic/racial breakdown of school:
20% Hispanic; 20% Black; 55% White;
5% Other

Criteria for selecting and accepting students:
General lottery; prospective students with sibling already enrolled in program have first priority

Recruitment procedures:
The entire school is involved in recruiting students. Recruitment activities include: presentations given in participating towns, brochures sent to daycare centers, and notices posted in the paper. The bilingual program draws from this pool.

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5

Program size:

Grade level	# of Classes	Class size
K-1	2	17
2	1	16

Funding sources:
Federal magnet school grant; state magnet school grant

Program materials available to others:
•Program is part of video on all magnet schools
•Video of Clinton Avenue Language Academy
•Program description and brochure

Program objectives:

- Develop proficiency in reading, writing, speaking, and listening in the first and second language
- Gain appreciation and understanding of both cultures
- Comparable academic achievement to students not in the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	50%
2	50%

Instructional grouping:

Students are integrated five hours a day and separated only for spelling and individual reading instruction.

Method of separating languages for instruction:

Two and a half days a week in each language

Percent of program teachers proficient in both languages:

75%

Languages used for content area subjects and electives:

K-1—Spanish instruction:

Math, Science, Reading, Social Studies

K-1—English instruction:

Math, Science, Reading, Social Studies, Multicultural Arts

2—Spanish instruction:

Math, Science, Reading, Social Studies

2—English instruction:

Multicultural Arts, Math, Science, Reading, Social Studies

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 part time bilingual aide

Computer use:

In English and Spanish: *Sticky Bear Reading Room (Spanish), Bilingual Writing Center*

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Program is not being evaluated at this time.

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Procedures/Instruments

Pre-LAS, LAS-O

Pre-LAS, LAS-O

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils and classroom assistance
- Spanish/Bilingual Committee (part of the school management team)
- Parent volunteers work with small groups and do a variety of tasks
- Family events once every 2-3 months with student performances, dessert nights, potluck dinners
- Parents and families are strongly encouraged to come to school for at least an hour during the week when their child is being highlighted in the program

Community responses to the program:

- Positive

School Board's view of the program:

- For the most part, the twelve towns' School Boards are not aware of this specific program of the Magnet School

Most important features of the program:

- Although we are a new program, the teachers are very committed to making it work. We also have some extremely motivated parents who are very committed to the program.

**Windham Public Schools
Windham, Connecticut**

Bilingual Enrichment Program

School:

Windham Center
Route 14
Windham, CT 06226
203-465-2440

Contact persons:

Jean Romano
Director of Bilingual Education
Windham Public Schools
322 Prospect Street
Willimantic, CT 06226
203-465-2515

Dr. Richard Silverman
Director of Grants
Windham Public Schools
322 Prospect Street
Willimantic, CT 06226
203-465-2315

Jack Giordano
Principal
Windham Center
Route 14
Windham, CT 06226
203-465-2400

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993 (January)

Ethnic/racial breakdown of school:
28% Hispanic; 72% Other

Criteria for selecting and accepting students:

Spanish speakers:

Parent interest; teacher recommendation; good language skills

English speakers:

Parent interest; student interest; teacher recommendation; good language skills

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5. Program for grades 6-12 is in the planning stages

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	18
1	2	20, 19
2	1	19

Funding sources:

Local Educational Authority (LEA); Title VII

Recruitment procedures:

- Materials distributed to kindergarten parents
- Town meeting
- Follow-up information sent to those who expressed interest

Program Objectives:

- Bilingual, bicultural, and biliterate students ready to function with native fluency at the middle school and high school in English and Spanish
- The curriculum of the district will be covered by program students
- A parent component will be an integral part of the project with bilingualism as a goal

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

K-2 50%

**Method of separating languages
for instruction:**

By cycle of days (by content in kindergarten)

**Languages used for content area subjects
and electives:**

Readiness Skills, Math, and Science are introduced in Spanish at the kindergarten level while Readiness Skills, Social Studies and Health are taught in English. Grades 1-2 are taught content areas in both languages.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Formal reading in first grade is in students' native language where students will be separated for initial reading instruction. Whole language readiness will be bilingual. Individual assessments determine time in second language reading.

**Percent of program teachers
proficient in both languages:**
100%

Additional program staff:

- Each team will have a bilingual aide

Computer use:

Computer use in both languages

PROGRAM EVALUATION

Evaluator:

To be determined

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

LAS-O

English language proficiency

LAS-O

Academic achievement in Spanish

Concepts in Print

Academic achievement in English

Concepts in Print

Self-esteem/competence

(To be determined)

Attitudes

(To be determined)

Longitudinal Tracking

Key Math at grade 2, Connecticut Mastery Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language classes
- Committees; whole program activities

Community responses to the program:

- The interest and demand have been very positive; a large number of parents have requested information

School Board's view of the program:

- Very supportive; three members are on the Two-Way Committee

Advice to start-up programs:

- Keep strong media ties to publicize progress
- Involve parents immediately

Most important feature of the program:

- Community and board support
- The two-way trend is the best approach to improving the education of LEP children, giving respect and dignity to speakers of other languages, and helping all children in many ways

**Washington, D.C. Public Schools
Washington, D.C.**

James F. Oyster Bilingual Elementary School

School:

James F. Oyster Bilingual Elementary School
29th and Calvert Streets, NW
Washington, DC 20008
202-673-7277

Contact person:

Matilde Arciniegas, ESL/SSL Specialist
James F. Oyster Bilingual Elementary School
29th and Calvert Streets, NW
Washington, DC 20008
202-673-7277

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1971

Ethnic/racial breakdown of school:
60% Hispanic; 35% Black/White; 5% Other

Criteria for selecting and accepting students:
All students within Oyster's boundaries are accepted

Other non-native English speakers in the program:
Arabic, Hindi, Portuguese, Tagalog, French

Recruitment procedures:
All students living within Oyster's boundaries, as designated by DC Public Schools, may enroll in Oyster School at any time. In addition, students living outside the boundaries may apply for transfers to the school the year before they actually enroll.

Grade level(s) of the program:
Pre-K-6

Program size:
The number of classes and number of students in each class varies from year to year. Students are grouped heterogeneously in terms of race, ethnicity, language background and academic ability. The average class size is 25 students. There are nine classes from Pre-K through sixth grade.

Funding sources:
DC Public Schools

Program materials available to others:
•Newspaper articles
•Reports
•Summaries of the program

Program objectives:

- To develop the entire range of subject-matter skills in two languages
- To develop bilingual, biliterate, and multicultural students
- To involve all students in the school in the totally bilingual program
- To provide instruction in two languages in all content areas so that the students are bilingual and biliterate upon graduation

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-6 50%

Method of separating languages for instruction:

By teacher and subject; each classroom has two teachers—one English speaker and one Spanish speaker.

Languages used for content area subjects and electives:

All subjects and electives except Art and Library are taught in both languages. All other subjects are taught in both languages at all grade levels.

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

Spanish and English

Percent of program teachers proficient in both languages:

65%

Percent of program staff proficient in both languages:

65%

Additional program staff:

- 2 full time resource teachers
- 3 part time bilingual aides
- 1 full time (English) monolingual aide
- 1 full time building resource teacher

Computer use:

Through partnerships with George Washington University and COMWEB, Oyster has opened the 21st century classroom. This partnership and program provides hardware, software, and training in order to implement multimedia technologies into the dual language program.

Curriculum/materials development:

A whole language/literature based program is used in both languages for reading and Language Arts instruction. The Macmillan Series is used in Spanish and the Silver Burdett and Ginn Series is used in English. Teachers supplement these programs by creating their own materials.

PROGRAM EVALUATION

Evaluator:

The program is not evaluated on a regular basis.

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

LAS Español

English proficiency

LAS English

Academic achievement in Spanish

Portfolios, teacher-made tests, CTBS Español

Academic achievement in English

Portfolios, teacher-made tests, CTBS English, NAEP

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils, school visits, and classroom assistance
- Fundraising
- Public and private partnerships

Community responses to the program:

- Our immediate community is extremely supportive of the bilingual program at Oyster
- We have an extensive waiting list of students in the area who would like to enter Oyster

School Board's view of the program:

- Supportive
- The program has been financed through local funds since day one

Advice to start-up programs:

- Community support from English speakers and Spanish speakers is essential
- Equal status for the two languages is also critical to the success of the program
- Extensive staff training
- Qualified teachers and materials that reflect current trends in education
- Anti-bias, multicultural curriculum

Most important feature of the program:

- Commitment of teachers, principal, and parents to a quality education in two languages
- Site-based management, local school restructuring
- Partnerships with universities

**Dade County School District
Miami, Florida**

Caribbean Elementary School Bilingual Program

School:

Caribbean Elementary School
11990 Southwest 200th Street
Miami, FL 33177
305-233-7131

Contact person:

Maria V. Pabellon
Caribbean Elementary School
11990 Southwest 200th Street
Miami, FL 33177
305-233-7131

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-5

Year program began:
1979

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	1	20
K	5	27
1	5	27
2	5	27
3	5	27
4	4	32
5	6	32

Ethnic/racial breakdown of school:
41% Hispanic; 48% Black; 1% White

Criteria for selecting and accepting students:
Parent approval

Funding sources:
District funds

Other non-native English speakers in the program:
Haitian

Program materials available to others:
•Spanish Curriculum Center Development materials

Recruitment procedures:
The school serves the neighborhood population.

Program objectives:

- To have English-speaking students learn to speak Spanish
- To have Spanish-speaking students use both languages and learn English for subject-area instruction

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K 30 minutes per day
K-5 1 hour per day plus one subject area

Method of separating languages for instruction:
By teacher

Languages used for content area subjects and electives:

K-5—One subject area is taught in Spanish. This may involve social studies or math.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated for physical education, music, and art instruction.

Percent of program teachers proficient in both languages:
70%

Percent of program staff proficient in both languages:
55%

Additional program staff:

- 3 full time resource teachers
- 3 full time bilingual aides

Computer use:

Working toward computer use in the program

PROGRAM EVALUATION

Evaluator:

Dade County Public Schools
Office of Educational Accountability
1444 Second Avenue
Miami, FL 33130
305-995-1000

Evaluation components and procedures:

Items under assessment

English proficiency

Procedures/Instruments

Dade County Oral Language Proficiency Scale

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and language classes
- The program has had much success with the immersion programs in both languages for parents

Community responses to the program:

- Favorable

School Board's view of the program:

- The School Board recognizes the need for bilingual education programs

Advice to start-up programs:

- Provide the necessary resources and time for scheduling

Most important feature of the program:

- The philosophy of the administration

**Dade County Public Schools
Miami, Florida**

Coral Way Bilingual Elementary School

School:

Coral Way Bilingual Elementary School
1950 South West 13th Avenue
Miami, FL 33145
305-854-0515

Contact person:

Marta Cil, Principal
Coral Way Bilingual Elementary School
1950 South West 13th Avenue
Miami, FL 33145
305-854-0515

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-5

Year program began:
1963

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	2	20
K	6	25
1	7	25
2	7	25
3	7	26
4	6	30
5	4	35

Ethnic/racial breakdown of school:
91% Hispanic; 1% Black; 7% White; 1% Other

Criteria for selecting and accepting students:
No criteria

Recruitment procedures:
The school serves the neighborhood population.

Funding sources:
No special funding

Other non-native English speakers in the program:
Portuguese, Polish, Chinese, Greek, Haitian/Creole, French, Urdu

Program materials available to others:
•A brochure will be available in the near future

Based on information provided in 1992. Updated information not available.

Program objectives:

- To help students become bilingual, biliterate, and bicultural

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
Pre-K-6 40%

**Method of separating languages
for instruction:**
By teacher and subject

**Languages used for content area subjects
and electives:**

K-5—Spanish instruction:
Spanish Language Arts, Social Studies, Science,
Health, Math

K-5—English instruction:
Social Studies, Science, Health, P.E., Music, Art,
English Language Arts

Language of initial reading instruction:

Spanish speakers:
Spanish

English speakers:
English

Instructional grouping:

Students are only separated for Language Arts
instruction. They are together for the rest of the
day.

**Percent of program teachers
proficient in both languages:**
76%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•1 bilingual lead teacher

Computer use:
Program uses computers in English

Curriculum/materials development:
In 1961 we developed the Miami Linguistic
Readers. This was how the program started. We
also piloted the Spanish Curriculum Development
Center Materials, funded by a Title VII grant.

PROGRAM EVALUATION

Evaluator:

Sylvia Rothfarb
Dade County Public Schools
Office of Educational Accountability
1444 Second Avenue
Miami, FL 33130
305-995-1000

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

Santillana Series

English proficiency

DC Heath Series

Academic achievement in English

Stanford Achievement Test

Writing

State-wide test

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, classroom assistance, and language classes
- The program has a successful Parent Outreach program
- We just instituted a free English class for parents and it is very successful

Community responses to the program:

- Excellent!

School Board's view of the program:

- Supportive and interested in making the school's program more visible locally

Advice to start-up programs:

- Staffing and training are the two most important components

Most important features of the program:

- Staffing and training
- Creative scheduling and creative use of personnel make our program successful

**Dade County School District
Miami, Florida**

Two-Way Bilingual Education Program

School:

Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

Contact persons:

Marisel Elias
Principal

Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

Cindy Soell

Lead Teacher

Marjory Stoneman Douglas Elementary School
11901 SW Second Street
Miami, FL 33184
305-226-4356

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
93% Hispanic; 1% Black; 6% White

Criteria for selecting and accepting students:

Spanish and English speakers:

Students who live in the attendance boundary for the school are automatically accepted into the program

Grade level(s) of the program:
Pre-K-5

Program size:

Grade level	# of classes	Class size
K	9	25
1	9	27
2	11	31
3	9	31
4	9	31
5	8	33

Funding sources:

Dade County School Board

Program materials available to others:

- Program newsletter
- Organizational guidelines

Other non-native English speakers in the program:
Japanese

Program Objectives:

- To produce students of Spanish language and English language backgrounds who are proficient in both languages
- To produce students who can compete in the labor market and become productive members in a multilingual and multicultural society

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 40%

Method of separating languages for instruction:
By teacher: bilingual teachers deliver instruction in both languages and team teaching

Languages used for content area subjects and electives:

K-5-Spanish instruction:
Language Arts, Social Studies, Science, Mathematics, Health and Safety

K-5-English instruction:
English, ESOL, Science, Social Studies, Mathematics, Health and Safety

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:
Students are grouped according to their ESOL levels.

Percent of program teachers proficient in both languages:
66%

Percent of program staff proficient in both languages:
89%

Additional program staff:
•34 part time bilingual aides
•2 full time media specialists
•4 full time ESOL teachers
•2 full time exceptional education teacher
•1 full time speech pathologist
•2 full time counselors

Computer use:
TALL software by Jostens is used in both English and Spanish

Curriculum/materials development:
Dade County Public Schools curriculum in Spanish and English

PROGRAM EVALUATION

Evaluator:

Dade County Public Schools
Office of Educational Accountability
1450 NE Second Avenue
Miami, FL 33184
305-995-1000

200

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish language proficiency

Santillana

English language proficiency

Stanford

Academic achievement in Spanish

Santillana, teacher-developed tests

Academic achievement in English

Stanford

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Classroom assistance and fund-raising

Community responses to the program:

- The community is very pleased that the children are acquiring a second language while maintaining and improving proficiency in their native language

School Board's view of the program:

- The School Board is very pleased with the program and provides continuing support as necessary

Advice to start-up programs:

- To insure that the community supports the goals and objectives of the school as they relate to the bilingual education program

Most important feature of the program:

- The commitment of the School Board, school staff, administrators, and the parents makes the program an outstanding vehicle for the delivery of bilingual instruction

**Dade County Public Schools
Miami, Florida**

Southside Elementary School Two-Way (Developmental) Bilingual Program

School:

Southside Elementary School
45 SW 13th Street
Miami, FL 33130
305-371-3311

Contact person:

Patrick J. Doyle, Principal
Southside Elementary School
45 SW 13th Street
Miami, FL 33130
305-371-3311

Maria T. Valdes, Assistant Principal
Southside Elementary School
45 SW 13th Street
Miami, FL 33130
305-371-3311

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1972

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	24
1	2	32
2	2	25
3	2	32
4	2	33
5	2	29

Ethnic/racial breakdown of school:
94.8% Hispanic; 1.4% Black; 2% White; 1.7% Asian

Other non-native English speakers in the program:
Chinese, Urdu

Program materials available to others:

- Newsletter
- Handbook for parents

Recruitment procedures:
The school serves the neighborhood population.

Program objectives:

- To help students become bilingual and biliterate

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-5 40%

Instructional grouping:
By grade only. For the most part students
participate together for content area instruction.

**Method of separating languages for
instruction:**
By block of time, by teacher

**Percent of program teachers
proficient in both languages:**
50%

**Languages used for content area subjects
and electives:**

K-5—Spanish instruction:

Language Arts, Science, Social Studies, Math

K-5—English instruction:

Language Arts, Science, Social Studies, Math

Computer use
In English using program software *Tapestry*

Language of initial reading instruction:

Spanish speakers:

English

English speakers:

English

PROGRAM EVALUATION

Program is not being evaluated on a regular basis.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils and school visits
- Parent language classes
- Classroom assistance

Community responses to the program:

- Very positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Begin with Language Arts and one other subject area (e.g., science, math, social studies) and add the others

Most important feature of program:

- Equal offering of subject areas

**The School Board of Broward County
Pompano Beach, Florida**

BABES (Bilingual Acculturation for Beginning Elementary Students)

School:

Broadview Elementary
1800 SW 62nd Avenue
Pompano Beach, FL 33068
305-977-3300

Contact persons:

Vilma T. Diaz, Director
Multicultural/Foreign Language Curriculum
600 S.E. Third Avenue
Ft. Lauderdale, FL 33301

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1990

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	30
1	1	30
2	1	30
3	1	30
4	1	30
5	1	30

Ethnic/racial breakdown of school:
25% Hispanic; 21% Black; 52% White

Criteria for selecting and accepting students:

Students are initially selected on a first-come basis, provided they have limited or no knowledge of the second language.

Funding sources:
Title VII DBE Grant

Recruitment procedures:

Parents are informed of the project goals and objectives.

Program materials available to others:

- Brochures and student profiles
- Report cards for the Spanish language component
- Training the Trainer Manual

Program objectives:

- Sixty percent of the students will demonstrate five months of progress in Reading, Math, and Language Arts in the English language as measured by the CTBS and in the Spanish language as measured by the SABE
- To provide opportunities for the participating students to be exposed to multicultural and global education activities in order to promote cultural understanding
- To provide opportunities for limited English proficient Hispanic and Anglo-American parents to be actively involved in multicultural events and other related school activities designed to gain knowledge of their children's education process
- To train prospective staff and other related school district personnel in the use of dual language curriculum, multicultural and global education, and ESOL methodologies
- To evaluate: a) project participants' progress; b) reliable use of evaluation instruments; c) objective measures of educational progress; d) academic achievement of the students; e) the amount of time students receive instructional services; f) the educational background, needs, and competencies of project students; g) special education activities and programs for the handicapped or gifted and talented students; h) pedagogical materials, methods, and techniques used in the program; i) educational and professional qualifications of staff, including language competencies; j) and the pre-referral evaluation process

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-5 50%

**Method of separating languages
for instruction:**
By subject

**Languages used for content area subjects
and electives:**

1—Spanish instruction:

Math, Science, Social Studies

K-1—English instruction:

Math, Science, Social Studies, P.E., Art, Media

2—Spanish instruction:

Math, Science, Social Studies, P.E.

2—English instruction:

Math, Science, P.E., Art, Media Center

3—Spanish instruction:

Math, Science, Social Studies

3—English instruction:

Math, Science, Social Studies, P.E., Art,
Media Center

4—Spanish instruction:

Math, Science, Social Studies, Health

4—English instruction:

Math, Science, Social Studies, P.E., Art, Media
Center, Music, Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by reading levels. Students
are integrated during content instruction.

**Percent of program teachers
proficient in both languages:**
75%

**Percent of program staff
proficient in both languages:**
90%

Additional program staff:

•1 full time resource teacher

•4 full time bilingual aides

•1 full time clerical worker

Computer use:

Computer use in both languages

Curriculum/materials development:

Training the Trainer Manual

PROGRAM EVALUATION

Evaluator:

Charles H. Herbert, Ph.D.
 President
 CHECpoint Systems, Inc.
 1520 N. Waterman Avenue
 San Bernardino, CA 92404

Evaluation components and procedures*Items under assessment:*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments:

BSM, BSM II

BSM, BSM II

SABE

CTBS

Questionnaire

Global Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, language classes, volunteering in special activities

Community responses to the program:

- The community has shown great interest in and support for the program

School Board's view of the program:

- The Board believes that the program will enhance the curriculum and improve multicultural relations

Advice to start-up programs:

- Identify which subject area and/or skills will be taught in each language before students are identified
- Secure a staff that is fully bilingual or works in teams
- Provide necessary workshops and staff training
- School and community need to be receptive to the program's philosophy
- Host school(s) must want the program and have sufficient space to accommodate the physical needs of it

Most important features of the program:

- Administrative support, parent cooperation, and teacher enthusiasm
- The program has proven a great success in a relatively short amount of time
- Cultural acculturation of both linguistic communities with an appreciation for important components of South Florida's growing minority population

**The School Board of Broward County
Pompano Beach, Florida**

TEENS (Teenagers' Education in English and Spanish)

Schools:

Pompano Beach Middle School
310 N. E. 6 Street
Pompano Beach, FL 33060
305-786-7778

Contact persons:

Mayra L. Menéndez
Coordinator, ESOL
Multicultural Education Department
200 N. Andrews Avenue
Ft. Lauderdale, FL 33301
305-765-8859

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
6

Year program began:
1993

Grade level increases planned:
One grade level per year to grade 8

Ethnic/racial breakdown of school:
64% Black; 25% White; 10% Hispanic; 1% Asian

Program size:

Grade level	# of classes	Class size
6	1	25

Criteria for selecting and accepting students:

Spanish speakers:

Voluntary; limited or no prior knowledge of English

English speakers:

Voluntary; limited or no prior knowledge of Spanish

Funding sources:
District funds

Program materials available to others:

- Program overview
- Brochures
- Video

Recruitment procedures:

No formal recruitment since the program is a continuation of an elementary school two-way program

Based on information provided in 1994. Updated information not available.

Program Objectives:

- Promote proficiency in a second language for language majority students while making normal progress in first language
- Promote literacy in language minority students in their native language and English
- Promote bilingual education as an enrichment program for Hispanic limited English proficient and English- dominant students
- Promote equal education access in two languages for all students
- Promote positive attitudes towards both languages
- Promote cultural awareness, understanding, and acceptance of both cultural communities
- Promote parental involvement of both cultural communities
- Promote a greater understanding between two linguistic communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6 50%

Method of separating languages for instruction:

By subject, by quarter

Languages used for content area subjects and electives:

6—Spanish instruction:

Reading, Language Arts, Social Studies, Science

6—English instruction:

Reading, Language Arts, Social Studies, Science, Math, Art, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated for all content courses and separated only for one period of electives each day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time bilingual aide
- 1 part time district ESOL coordinator

Computer use:

Students participate in the school's computer lab program.

Curriculum/materials development:

Training the Teacher Manual in English

PROGRAM EVALUATION

Evaluator:

Dr. Marisal R. Gavilan
 Florida International University
 College of Education
 Room DM 210
 Miami, FL 333199
 305-348-2097

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	BSM II (Spanish)
English language proficiency	BSM II (English)
Academic achievement in target language	SABE (level 6)
Academic achievement in English	SAT
Attitudes	Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations

Community responses to the program:

- There is great support from the community

School Board's view of the program:

- The School Board's support and dedication has made this program a reality

Advice to start-up programs:

- Having qualified bilingual personnel is essential
- Ongoing training must be offered on program implementation and use of instructional materials

Most important feature of the program:

- Enables students from both groups to become proficient in both languages and cultures and, at the same time, perform academically at grade level in both languages

**Community Unit School District
Carpentersville, Illinois**

***Project BUILD: Building Unity through Integration and
Language Development***

School:

Dorothy deLacey Early Childhood Education Center
1470 Kings Road
Carpentersville, IL 60110
(708) 426-1450

Contact persons:

Linda Kolbusz
Assistant Superintendent Program Development
300 Cleveland Avenue
Carpentersville, IL 60110
(708) 426-1300 ext. 313

Julie Colgrove
MacArthur School
1800 Chippendale Road
Hoffman Estates, IL 60195
(708) 426-1453

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K

Year program began:
1994

Grade level increases planned:
One grade level per year to grade 2

Ethnic/racial breakdown of school:
48.1% Hispanic; 8.2% Black; 42.3% White; 1.3% Asian

Program size:

Grade level	# of Classes	Class size
K	1	22

Criteria for selecting and accepting students:

Spanish speakers and English speakers:
Schaumburg Model, Assessment in a Natural Context, and bilingual students who would ordinarily participate in bilingual classes within the targeted attendance areas

Funding sources:
Title VII and In-kind contributions from each school district

Other non-native English speakers in the program:
Thai

Program materials available to others:

- Videos
- Brochure (in process)
- Presentations at professional development conferences
- Newsletters

Recruitment procedures:
Parent meetings and mailings. A brochure is currently being developed for future recruitment.

Program objectives:

- Bilingual literacy in the language arts, math, science and other content areas
- LEP and English-speaking families work and learn together to provide academic and other support to their children and to each other
- Bilingual and general education instructional staff will work together to ensure that each LEP and English-speaking student reaches his/her potential

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	80%
1	70%
2	60%

Method of separating languages for instruction:

By block of time, by subject, and by teacher

Languages used for content area subjects and electives:**K-2—Spanish instruction:**

Integrated Curriculum

K-2—English instruction:

English Language Arts, ESL

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Heterogeneous grouping except for Language Arts

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

66%

Additional program staff:

- 1 full time bilingual aide
- 4 full time monolingual (English) aide
- 1 full time facilitator

Computer use:

In English and Spanish

Curriculum/materials development:

Teachers, administrators, and professional consultants are developing English/Spanish curricula that emphasizes integrated content area instruction to parallel each district's existing curriculum.

PROGRAM EVALUATION

Evaluator:

OER Associates
615 Knox Avenue
Wilmette, IL 60091
708-251-1578

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Attitudes

Workshop & activity evaluations

Procedures/Instruments

IPT-Spanish, SOLOM

IPT-English, SOLOM

Portfolios, performance-based, progress reports

Portfolios, performance-based, progress reports

Concerns Based

Questionnaire (adapted)

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, classroom assistance, parent language classes
- Parent Learning Co-Op where parents learn collaboratively from each other, from the district's personnel and from other community members

Community responses to the program:

- Supportive; ongoing presentations to the School Board as well as invitations to attend parent meetings, site visitations and program activities are planned to keep them continually informed

Advice to start-up programs:

- Allow time for curriculum writing and staff development prior to program start-up
- Plan to inform parents of program design and dual language student performance expectations

Most important feature of the program:

- Careful planning
- District and community support
- Excellent teaching staff

**Chicago Public Schools
Chicago, Illinois**

Inter-American Magnet School

School:

Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

Contact persons:

Eva Helwing, Principal
Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

Maria Cabrera, Program Coordinator
Inter-American Magnet School
919 West Barry Avenue
Chicago, IL 60657
312-534-5490

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-8

Year program began:
1975

Program size:

Grade level	# of Classes	Class size
Pre-K	4	18
K	2	21
1	3	21
2	3	21
3	3	21
4	3	21
5	3	21
6	3	21
7	3	21
8	2	18

Ethnic/racial breakdown of school:
74.2% Hispanic; 13% Black; 11.5% White; .5% Asian; .8% American Indian

Criteria for selecting and accepting students:

Computer-generated lottery with sibling preference. Unable to select by language dominance. When vacancies occur, bilingual and LEP students are accepted at any level. Monolingual English students are not accepted beyond 5th grade. Acceptance takes into account waiting lists.

Other non-native English speakers in the program:
Urdu, Hindi, German

Recruitment procedures:
None necessary

Funding sources:

Chicago Public Schools (general funding), State Bilingual Funds, State Chapter 1 Funds, Federal Desegregation Funds, and categorical funds (Eisenhower, Drug-Free, and Staff Development)

Program materials available to others:

- Brochure
- Handbook for parents (in process)
- Curriculum Guide on Dual Language Immersion (available from Chicago Public Schools)

Program objectives:

- To produce bilingual proficient students by graduation time in eighth grade
- To maintain and increase self-esteem through multicultural¹ studies in an affective environment

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-3	80%
4-6	60%
7-8	50%

Method of separating languages for instruction:

By subject, by unit (7-8), by teacher (computers, library), by resource (book in English, instruction in Spanish)

Instructional grouping:

Heterogeneous by ethnicity, gender, and language dominance, except for Language Arts and second language instruction

Languages used for content area subjects and electives:**Pre-K-2—Spanish instruction:**

Social Studies, Science, Math, Library, Language Arts, P.E., Music

Pre-K-1—English instruction:

English, P.E., Music, Library

2—English instruction:

Social Studies, P.E., Music, Computers, Language Arts

3—Spanish instruction:

Social Studies, Science, Math, Language Arts, P.E., Computers, Music

3—English instruction:

Language Arts, P.E., Computers, Music, Library

4-5—Spanish instruction:

Social Studies, Science, Math, Art, Music, Computers, P.E., Spanish Language Arts

4-5—English instruction:

Social Studies, Math, Art, Music, Computers, P.E., English Language Arts

6—Spanish instruction:

Social Studies, Math, Science, P.E., Cultural Arts

6—English instruction:

Social Studies, Library, P.E., Computers

7-8—Spanish instruction:

Social Studies, Language Arts, P.E.

7-8—English instruction:

Social Studies, Language Arts, P.E., Library

Language of initial reading instruction:**Spanish speakers:**

Spanish

Bilingual speakers:

Spanish and English

English speakers:

English

Percent of program teachers proficient in both languages:

93%

Percent of program staff proficient in both languages:

71%

Additional program staff:

- 1 full time program coordinator
- 4 full time bilingual aides
- 1 full time counselor; 1 full time assistant principal; 1 full time media specialist
- 1 full time library instructor; 1 full time P.E. teacher; 1 part time music teacher
- 2 full time and 1 part time Special Ed. teachers

Computer use:

Computer use in English and Spanish
(*Encyclopedia Britannica Science FOSS Program, Grades K-6*)

Curriculum/materials development:

Teachers, teacher aides, and student teachers have developed curricula relating/integrating social studies and the cultures of the peoples of the Americas. A curriculum guide for Dual Language Immersion has been developed by Chicago Public Schools with teachers from Inter-American.

PROGRAM EVALUATION

Evaluator:

Department of Research and Evaluation; Chicago Public Schools
 1819 W. Pershing Road
 Chicago, IL 60609
 312-535-8080

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Procedures/Instruments

La Prueba

LAS, FLA

La Prueba

ITBS, IGAP

Character Education Program

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parental involvement has increased due to a Parent Volunteer Coordinator funded by State Chapter 1 (parent stipends) and/or Parent Advisory Council (PAC). PAC continues to support the program.

Community responses to the program:

- Positive due to the fact that the Inter-American program has been in operation for twenty years. Community representative from LSC (Local School Council) assumed the responsibility of building a new playground. Now fundraising for technological improvements in the school.

Advice to start-up programs:

- Begin the program at the earliest grade possible, then add a grade every subsequent year
- Agree on program philosophy and implementation practices
- Give sufficient weight to ESL and SSL component
- Obtain parental and community support

Most important feature of the program:

- Supportive instructional leadership and dedicated staff
- Instructional practices
- Parental involvement
- Multicultural emphasis

**Chicago Public Schools
Chicago, Illinois**

Dual Language Immersion Program

School:

Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

Contact persons:

Edward Peacock, Principal
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

Maria Pfeifer
Sabin Magnet School
2216 West Hirsch
Chicago, IL 60622
312-534-4491

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1983

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	28
1	2	30
2	2	30
3	2	30
4	2	30
5	2	30
6	2	30
7	2	30
8	2	30

Ethnic/racial breakdown of school:
67% Hispanic; 10% Black; 20% White; 3% Asian

Criteria for selecting and accepting students:

Spanish speakers:

Half of the students are category A (beginners in English) to assure a 50-50 proportion

Other non-native English speakers in the program:

Arabic, Vietnamese, Filipino, Chinese

Recruitment procedures:

- Magnet school
- Word of mouth

Funding sources:
Desegregation funds

Program materials available to others:

- Sabin 2000*—a pamphlet which describes the school's program

Program objectives:

- Native speakers of Spanish will maintain proficiency and attain literacy
- Non-native speakers of Spanish place out of 1-2 years of high school Spanish
- Both groups of students will appreciate one another's culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	75%
2	50%
3	35%
4	25%
5-6	20%
7-8	25%

Method of separating languages for instruction:

By subject at the lower grades; by teacher at the upper grades, depending on teacher's proficiency in the target language

Languages used for content area subjects and electives:**K-2—Spanish instruction:**

Language Arts, Social Studies, Math, Science

K-2—English instruction:

Language Arts, Social Studies, Math, Science, Music, P.E., Library

3-4—Spanish instruction:

Language Arts, Math, Science

3-4—English instruction:

Language Arts, Social Studies, Math, Science, Music, P.E., Library

5-8—Spanish instruction:

Language Arts

5-8—English instruction:

Language Arts, Social Studies, Science, Math, Music, P.E., Library

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Students are grouped heterogeneously by ability. In some cases there are two grade levels in the same class. Students are separated for Language Arts instruction with Spanish speakers receiving their Language Arts instruction in that language while English speakers receive English instruction.

Percent of program teachers proficient in both languages:
80%**Percent of program staff proficient in both languages:**
95%**Additional program staff:**

- 3 full time resource teachers
- 6 bilingual aides

Computer use:

Computer use in English

Curriculum/materials development:

Classroom and resource teachers have developed curricula. In order to provide for discussion about literary works in both English and Spanish, a reading list is being developed to enrich our two-way program.

PROGRAM EVALUATION

Evaluator:

Edward Peacock, Principal
 Sabin Magnet School
 2216 West Hirsch
 Chicago, IL 60622

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Procedures/Instruments

LAS

LAS

CTBS Español

ITBS, IGAP

Small group sessions with counselor

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, language classes
- Parents receive computer training in exchange for time volunteered in the classroom
- Parents also participate in leading seminar discussions about literary works

Community responses to the program:

- Very positive
- Waiting list of applicants

School Board's view of the program:

- The General Superintendent has established a central office unit to provide support
- The Dual Language Support Unit is establishing a Network of Dual Language Schools in Chicago

Advice to start-up programs:

- Make sure it is something that teachers who are hired firmly believe in

Most important features of the program:

- Consistency of having instruction in both languages year after year
- Continued efforts to fine tune the program

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Cesar Chávez
4747 S. Marshfield
Chicago, IL 60609
312-535-4600

Contact persons:

Sandra Treback
Principal
Cesar Chávez
4747 S. Marshfield
Chicago, IL 60609
312-535-4600

Patricia Brekke
Coordinator
Cesar Chávez
4747 S. Marshfield
Chicago, IL 60609
312-535-4600

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1993

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	4	26
1	4	31
2	2	30

Ethnic/racial breakdown of school:
95% Hispanic; 1% Black; 4% White

Criteria for selecting and accepting students:

No formal criteria; all are automatically enrolled in the dual language program

Funding sources:

State bilingual supplemental funds; State and federal chapter grants

Recruitment procedures:

- Orientation
- Report card pick-up days
- Large parent meeting once a month

Program objectives:

- Students will become bilingual and biliterate in Spanish and in English
- Students will achieve at grade level or above in academic subjects
- Students will develop cross-cultural skills and appreciation
- Students will work collaboratively and become lifelong learners
- Students will become technologically literate

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-2 50%

Method of separating languages:
Pre-K: By block of time—teacher speaks Spanish
part of the day and English part of the day.
Other grades: By teacher—team-teaching

**Languages used for content area subjects
and electives:**
K-2—Spanish instruction:
All subjects, Language Arts for Spanish-dominant
speakers
K-2—English instruction:
All subjects, Language Arts for English-dominant
speakers

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Heterogeneous groups for all subjects except
Language Arts in which they are separated by
language dominance.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
72%

Computer use:
In Spanish and English (K-2)

Curriculum/materials development:
•Newsletter for parents biweekly

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:*Items under assessment*

Spanish Language Arts, Math

English Language Arts, Math

English as a Second Language

Procedures/Instruments

La Prueba

ITBS

LAS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent volunteers on a regular basis
- Parent storytellers program
- Parent newsletter

Community responses to the program:

- None noted as yet

Advice to start-up programs:

- Visit other schools that have dual language programs
- Be flexible in adapting program according to the needs of the students, community, etc.
- Develop good communication between home and school
- Teachers have to believe in the program

Most important features of the program:

- State of the art technology instills fascination in the students thus motivating them to learn

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Frank W. Reilly School
3650 West School Street
Chicago, IL 60618
312-534-5250

Contact persons:

Rosemary Culverwell
Principal

Frank W. Reilly School
3650 West School Street
Chicago, IL 60618
312-534-5250

Manuel Maldonado
Resource Teacher
Frank W. Reilly School
3650 West School Street
Chicago, IL 60618
312-534-5250

Dr. Rodolfo Serna
Director
Dual Language Support 6-E
1819 West Pershing Road
Chicago, IL 60609
312-535-7505

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
55.2% Hispanic; 1.8% Black; 39.3% White; 3.2% Asian; .5% American Indian

Criteria for selecting and accepting students:
No special criteria

Recruitment procedures:
•Applications are sent home
•Meetings with parents

Grade level(s) of the program:
Pre-K-4

Grade level increases planned:
The program continues to expand one grade level per year.

Program size:

Grade level	# of Classes	Class size
K	2	34
1	2	30
2	2	30
3	1	32
4	2	31

Funding sources:
Local funds and Title VII (DBE) supplemental funds; state bilingual supplemental funds

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

Program objectives:

- Language minority students will become literate in their native language as well as in English
- Language majority students will develop high levels of proficiency in a second language while making normal progress in first language development
- Both language groups will perform academically at their grade level while developing bicultural understanding and knowledge

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:
By grouping; by subject; by teacher

Languages used for content area subjects and electives:

K—Spanish instruction:

Reading, Science, Integrated Curriculum

K—English instruction:

Reading/Language Arts, Social Studies, Science, Math, P.E., Music

1-4—Spanish instruction:

Reading/Language Arts, Social Studies, Science, Math, Music, Art

1-4—English instruction:

Reading/Language Arts, Social Studies, Science, Math, P.E., Music, Art, Drama

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Homogeneous language groups except for integrated social studies curriculum.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
50%

Additional program staff:

- 1 full time resource teacher

Computer use:

Most classrooms have one or two computers. Software is in English.

PROGRAM EVALUATION

Evaluator

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

Evaluation components and procedures:*Items under assessment*

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Pre LAS, LAS Oral, LAS R/W

La Prueba

ITBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent orientation sessions
- Parents participate in PTA, Local School Council, and the Bilingual Advisory Committee
- Parents plan and implement extracurricular activities and serve as chaperones for field trips
- Parents support school procedures and homework policies

Community responses to the program:

- Parents are very interested in the program in general

School Board's view of the program:

- Under local school control and school reform, local schools may opt for this program
- The General Superintendent of the Chicago Public Schools established a Dual Language Support Unit
- A Dual Language Network is currently being established for all the dual language programs in Chicago

Advice to start-up programs:

- Start as soon as possible in September
- Give informative presentations to monolingual parents through different groups (e.g., PTA)
- Obtain commitment from teachers

Most important feature of the program:

- The Spanish language and Hispanic culture have each gained important status and acceptance among both groups. Bilingual children are no longer isolated because they are integrated with monolingual students.

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

George Pullman Elementary
11131 South Forrestville Avenue
Chicago, IL 60613
312-535-5395

Contact persons:

Mary G. Goosby
Principal

George Pullman Elementary
11131 South Forrestville Avenue
Chicago, IL 60613
312-535-5395

Debbie B. Gray
Resource Teacher

George Pullman Elementary
11131 South Forrestville Avenue
Chicago, IL 60613
312-535-5395

Dr. Rodolfo Serna
Director

Dual Language Support 6-E
1819 West Pershing Road
Chicago, IL 60609
312-535-7505

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1991

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
33% Hispanic; 65% Black; 1% White; 1% Asian

Program size:

Grade level	# of Classes	Class size
K	1	29
1	1	28
2	1	27
3	1	25
4	1	25

Criteria for selecting and accepting students:
Parental request; however, preference is given to siblings of program participants. In all other cases, the first-come, first-served rule applies.

Funding sources:
Local funds; state supplemental funds for bilingual education, Title VII (DBE) supplemental funds (last year)

Recruitment procedures:
•Kindergarten registration notices are sent home by students
•Article on dual language program in school newspaper

Program materials available to others:
•Dual Language Immersion Handbook, available from Chicago Public Schools

Program objectives:

- Develop cross-cultural appreciation and skills
- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-4 50%

**Method of separating languages
for instruction:**

All grades spend half the day in Spanish and the other half in English (self-contained bilingual teachers).

**Languages used for content area subjects
and electives:**

All content area subjects and Art are taught in English and Spanish. Music, Library and P.E. are taught in English only.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

English Language Arts and ESL - English

Spanish Language Arts - Spanish

Math - Spanish and English

Social Studies - Spanish and English

Science - Spanish and English

**Percent of program teachers
proficient in both languages:**
80%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 half time resource teacher

Computer use:

The EMG Dynamic Lab is an ESEA sponsored program for students in need of remediation only.

Curriculum/materials development:

- Chicago and State Learning Outcomes and the School Improvement Plan
- Program objectives are based on the Systemwide Objectives and Standards (SOS). All materials purchased must address the teaching of the learning outcomes at all grade levels.

PROGRAM EVALUATION

Evaluator:

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Unit and chapter tests

Unit and chapter tests, Pre-LAS, LAS-Oral and teacher-made tests

La Prueba

LAS, ITBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parents and grandparents of students in attendance at the G. M. Pullman School assist in the classrooms as Schoolhouse Volunteers
- The Bilingual Advisory Committee and the PTA meet monthly and often assist in making decorations for assemblies
- On Teacher Appreciation Day, the G. M. Pullman volunteers provide breakfast and a luncheon for all the teachers
- Parents are also invited to attend the annual retreat at no cost
- Parents participate in the Multicultural Infusion Project

Community responses to the program:

- While the G. M. Pullman community has accepted the Dual Language Program, there exists a need for more involvement from the Historic Pullman District at large.
- There is community participation in the Multicultural Infusion Project

School Board's view of the program:

- Under local school control and school reform, local schools may opt for this program
- The General Superintendent of the Chicago Public Schools created the Dual Language Support Unit
- A Dual Language Network of Schools is under development

Advice to start-up programs:

- Involve entire school community (i.e., teachers, teacher assistants, parents and community residents) in preparing for a dual language program
- Schedule "How To" workshops for ALL program participants
- Schedule teacher inservices on multicultural education and diversity

Most important features of the program:

- Children are taught the beauty of diversity while learning to respect that which is different. As a result of these teaching techniques, self-esteem and pride in one's heritage is heightened. When an individual knows about himself and understands that all people have a common denominator, then the terms *them* and *us* become *we* and *our*.

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Helen C. Peirce School of International Studies
1423 West Bryn Mawr Avenue
Chicago, IL 60660
312-534-2440

Contact persons:

Janice Rosales
Principal
Helen C. Peirce
1423 West Bryn Mawr Avenue
Chicago, IL 60660
312-534-2440

Kathlyn S. Myers
Resource Teacher
Helen C. Peirce
1423 West Bryn Mawr Avenue
Chicago, IL 60660
312-534-2440

Dr. Rodolfo Serna
Director
Dual Language Support 6-E
1819 West Pershing Road
Chicago, IL 60609
312-535-7505

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

•Phone calls to parents of new students who were missed at registration time to replace transfers

Year program began:
1991

Grade level(s) of the program:
K-4

Ethnic/racial breakdown of school:
64% Hispanic; 13% Black; 10% White; 12% Asian

Grade level increases planned:
One grade level per year

Criteria for selecting and accepting students:

First-come, first-served basis

Program size:

Grade level	# of Classes	Class size
K	2	26
1	2	31
2	2	28
3	2	25
4	2	21

Other non-native English speakers in the program:
Chinese

Recruitment procedures:

- Meet in spring with the parents of prospective kindergarten students
- Contact families of children currently enrolled in General Program to fill spaces left by transfers
- Speak with new parents about program during registration in September

Funding sources:

Title VII (DBE) supplemental funds for 94-95

Program materials available to others:

- Dual Language Immersion Handbook, available from Chicago Public Schools

Program objectives:

- Students enrolled in the Dual Language Program of Instruction will complete the curriculum of the General Program of Instruction in the Chicago Public Schools
- Students will be fluent readers, writers, listeners and speakers of their first language
- Spanish-dominant students will achieve fluency in all aspects of English while English-dominant students will be fluent listeners and speakers of Spanish and will be emergent readers and writers of Spanish
- All students will be appreciative of the varied expressions of the cultural heritage of their classmates

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 30%

Method of separating languages for instruction:
Alternate days of instruction are given in each language (one bilingual and one general program teacher for each grade level).

Languages used for content area subjects and electives:
Children are grouped according to their dominant language for instruction in Reading; they begin reading in the second language only after they have acquired oral fluency in that language. Mathematics is also taught in the primary language. Children meet in heterogeneous groups for instruction in Science and Social Studies.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Heterogeneous groups for instruction in Science and Social Studies.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
58%

Computer use:
In grades 1-4, each room has a computer which is used by students for supplementary practice in language and Math (all in English).

Curriculum/materials development:
Basically the curriculum of the Chicago Public Schools is followed. Similar content area materials are used in both languages. The AIMS project has developed good hands-on materials which are quite useful in the science program.

PROGRAM EVALUATION

Evaluator:
Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:*Items under assessment**

Reading, Math, Social Sciences

Procedures/Instruments

Iowa Test of Basic Skills

Science, Writing (English-dominant)

IGAP

Reading, Math, Social Sciences, Science

La Prueba

English as a Second Language

LAS

**Each subject area is also evaluated locally five times a year using "Goals and Integrated Assessments" published by the Psychological Corporation. Spanish reading is the only area which is not evaluated with these instruments. SSL and ESL local assessments are being developed.*

COMMUNITY SUPPORT AND VIEWPOINT
Parent involvement:

- Parents serve as volunteers in individual classrooms and in the school in general, participate in and are officers of the Multilingual Parent Teacher Student Organization (twice weekly for each group of parents)
- Parent training is integral to the program, with classes in ESL, SSL, "How to Help Your Child Study at Home", and "Preparing Your Younger Child to Learn"

Community responses to the program:

- Parents are seeking enrollment at Peirce so that their children may participate in the Dual Language Program

School Board's view of the program:

- Under local school control and school reform, local schools may opt for this program
- The General Superintendent of the Chicago Public Schools has created the Dual Language Support Unit
- A Dual Language Network is being developed in Chicago

Advice to start-up programs:

- Talk with people who have an active program and visit these programs
- Be clear about objectives
- If the program is to be in more than one classroom per grade level, it is essential that the teachers be able to work as a team

Most important features of the program:

- English speakers and Spanish speakers spend 50% of the day together
- Homogeneous grouping for reading in the first language; students must obtain oral fluency of their second language before they begin reading in that language
- Heterogeneous grouping for Science and Social Studies

**District 299 — Chicago Public Schools
Chicago, Illinois**

Title VII Developmental Bilingual Education Program*

School:

Joseph Brennemann School
4251 North Clarendon Avenue
Chicago, IL 60613
312-534-5766

Contact persons:

Marsha Davis
Principal
Joseph Brennemann School
4251 North Clarendon Avenue
Chicago, IL 60613
312-534-5766

Dr. Rodolfo Serna
Director
Dual Language Support 6-E
1819 West Pershing Road
Chicago, IL 60609
312-535-7505

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1991

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
34.1% Hispanic; 48.3% Black; 6.8% White;
10.1% Asian; .7% Native American

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25
1	2	20
2	2	15
3	2	15
4	2	12

Criteria for selecting and accepting students:

First-come, first-served basis. Selection is also based on a need to balance the two languages.

Recruitment procedures:

- Letters are sent home to children in preschool
- Special meetings

Funding sources:

Local funds and Title VII (DBE) supplemental funds; Chapter 1 supplemental funds; State bilingual supplemental funds

Program materials available to others:

- Dual Language Immersion Handbook, available from Chicago Public Schools

Program objectives:

- Develop fluency and literacy in Spanish and English
- Achieve at grade level in all subject areas
- Develop cross-cultural appreciation and skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-4 50%

**Method of separating languages
for instruction:**
By teacher

**Languages used for content area subjects
and electives:**

K-4—Spanish instruction:
Reading, Math, Social Studies, Art, Music

K-4—English instruction:
Reading, P.E., Library, Math, Science

Language of initial reading instruction:

Spanish speakers:

Spanish*

English speakers:

English*

**Reading begins in the dominant language with oral
language development in the second language.*

Instructional grouping:

Kindergarten—Reading only; Grade 1—Reading
and Math. Students are integrated during content
instruction, except for Reading and Math.

**Percent of program teachers
proficient in both languages:**
60%

**Percent of program staff
proficient in both languages:**
60%

Computer use:
In English (grades 1-4)

PROGRAM EVALUATION

Evaluator:

Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:*Items under assessment*

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Pre-LAS, LAS Oral, LAS R/W

La Frueba

ITBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visits and classroom assistance
- Parent orientation and volunteer program

Community responses to the program:

- Very positive so far

School Board's view of the program:

- Supportive
- Under local school control and school reform, local schools may opt for this program
- The General Superintendent established a central office unit to provide support
- The Dual Language Support Unit is establishing a Network of Dual Language Schools in Chicago

Advice to start-up programs:

- Start programs at the pre-school level
- More start-up time before implementing program
- More in-services which relate to scheduling of classes
- Make sure all staff is committed to stay in the program and that they understand and accept the needs of the children
- Staff should have ESL or Bilingual endorsements or strong backgrounds in working with LEP students
- Critical that parents have a clear understanding of the program

Most important features of the program:

- Strong, positive connection among self-esteem, acceptance of other cultures, and awareness of other cultures
- Many low-income families involved
- Many African-Americans participating in the program
- Additive nature of language(s) and culture(s)
- Neither group of children is isolated/segregated

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Kanoon Magnet
2233 South Kedzie
Chicago, IL 60623
312-534-1736

Contact persons:

Diana Azcoitia
Principal
Kanoon Magnet
2233 South Kedzie
Chicago, IL 60623
312-534-1736

Dr. Rodolfo Serna
Director
Dual Language Support 6-E
1819 West Pershing Rd.
Chicago, IL 60609
312-535-7505

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1980

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	3	31
1	3	31
2	3	31
3	3	31
4	3	33
5	3	33
6	3	33
7	3	33
8	3	33

Ethnic/racial breakdown of school:
84% Hispanic; 7% White; 7% Black

Criteria for selecting and accepting students:
By lottery

Recruitment procedures:
•Attendance area
•Lottery

Funding sources:
Entitlement funds only as State Chapter 1

Program objectives:

- To implement a maintenance bilingual education program and dual language development program for students in grades K-8 with the ultimate goal of achieving proficiency in Spanish and English for all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
25% to 50% (increasing per grade level)

Method of separating languages for instruction:
SSL and Social Studies are in Spanish at intermediate grades. Primary grades alternate all content area subjects.

Languages used for content area subjects and electives:
See above

Language of initial reading instruction:
Bilingual speakers:
Spanish
English speakers:
English

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
94%

PROGRAM EVALUATION

Evaluation components and procedures:

Items under assessment
English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments
LAS

La Prueba

ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Through participation in various parent groups and as volunteers in school (classrooms, tutoring, field trips)

Community responses to the program:

- Very positive and supportive

School Board's view of the program:

- The General Superintendent has established a central office unit to provide support
- The Dual Language Support Unit is establishing a Network of Dual Language Schools in Chicago

Advice to start-up programs:

- Get support from all factions of the school and community before you start
- Staff development critical to the success of the program

Most important feature of the program:

- Team-teaching approach in grades K-2

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Rodolfo Lozano Bilingual & International Study Center
1424 N. Clearer St.
Chicago, IL 60622
312-534-4150

Contact persons:

Aurelio Acevedo
Principal
Rodolfo Lozano Bilingual & International
Study Center
1424 N. Clearer St.
Chicago, IL 60622
312-534-4150

Rosaura Soto
Bilingual Lead Teacher
Rodolfo Lozano Bilingual & International
Study Center
1424 N. Clearer St.
Chicago, IL 60622
312-534-4150

BACKGROUND INFORMATION

Languages used in the program:
Spanish

Grade level(s) of the program:
K-4

Year program began:
1993

Program size:

Grade level	# of Classes	Class size
K-4	12 (total)	11-29

Ethnic/racial breakdown of school:
88.3% Hispanic; 8.3% White; 3% Black

Funding sources:

- Illinois State Board of Education Grant for Second Language Curriculum Planning and Implementation
- Transitional Bilingual Supplemental funds

Criteria for selecting and accepting students:
All students are served

Recruitment procedures:
No special criteria

Program objectives:

- All students in grades K-4 will receive instruction in Spanish and English in order to acquire necessary skills and fluency in both languages
- Students will use Spanish and English across the curriculum working both independently and cooperatively
- The program will provide them with the foundation for continuation and further development of communication skills as well as knowledge and appreciation of their own and other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-4 50%*

**By grade 2 Spanish instruction is increased yearly for English-dominant students.*

Method of separating languages for instruction:

Alternating Spanish and English instruction without translation.

Languages used for content area subjects and electives:

K-4—Spanish instruction:

Language Arts for Spanish-dominant speakers, Computers, Math, Science, Music

K-4—English instruction:

Art, P.E., Library, Language Arts for English-dominant speakers, Computers, Math, Science, Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Heterogeneous groups for all subjects except for Language Arts, which is determined by language dominance.

Percent of program teachers proficient in both languages:

60%

Percent of program staff proficient in both languages:

70%

Computer use:

In both Spanish and English

Curriculum/materials development:

Ongoing

PROGRAM EVALUATION

Evaluator:

Carlos Rosa
Department of Research, Evaluation, and Planning
Chicago Public Schools
1819 West Pershing Road
Chicago, IL 60609
312-535-4038

Evaluation components and procedures:*Items under assessment*

Language proficiency
(both Spanish and English)

Math and other curricular areas of instruction
(both Spanish and English)

Procedures/Instruments

Functional Language Assessment (local), Language
Assessment Scale, performance assessments

Criterion Reference Tests, performance
assessments

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Communication with the home is done in both languages
- Informational meetings and parent training workshops are provided throughout the year
- A parent lending library allows parents to take home resource materials as well as books to use with their children
- Parent volunteers work in the school and in the classrooms

Community responses to the program:

- The Dual Language Program was initiated by community request through the Local School Council
- More and more parents are making positive comments and are developing positive attitudes towards learning a second language

Advice to start-up programs:

- Assure parent and community involvement and support
- Involve teachers in decision-making and preservice training
- Provide students with high interest, interactive experiences and materials

Most important features of the program:

- English-dominant and Spanish-dominant students unite to receive instruction together in Art, P.E. and Library in English. They also receive instruction together in Computers, Math, Science and Music on an alternating basis in English or Spanish.

**District 299 — Chicago Public Schools
Chicago, Illinois**

Dual Language Program

School:

Ruben Salazar Bilingual Education Center
160 W. Wendell Street
Chicago, IL 60610
312-534-8310

Contact persons:

Flavia Hernandez
Principal
Ruben Salazar Bilingual Education Center
160 W. Wendell Street
Chicago, IL 60610
312-534-8310

Kathleen Pino
Assistant Principal
Ruben Salazar Bilingual Education Center
160 W. Wendell Street
Chicago, IL 60610
312-534-8310

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-6

Year program began:
1993

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	27
1	2	27
2	2	27
3	2	27
4	2	27
5	2	27
6	2	27

Ethnic/racial breakdown of school:
96.5% Hispanic; 2.7% Black; .9% White

Criteria for selecting and accepting students:

No formal criteria. Currently all who want to enroll are accepted provided there is space in the grade. However, the school is designated to serve three communities: Pilsen, Little Village and Wendell St.

Funding sources:

A variety of grants written by teachers

Recruitment procedures:

- Word of mouth
- Community newspapers
- Mailings

295

Program objectives:

- LEP students will become literate in their native language as well as in English
- English-dominant students will develop high levels of proficiency in the second language while making normal progress in first language development
- Both language groups will perform academically at their grade level and develop positive attitudes toward the two languages and the two communities they represent

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING
--

Percent of time Spanish is used for instruction:

Pre-K-2	80%
3-4	65%
5-6	50%

Languages used for content area subjects and electives:

In the primary grades, most content areas are taught in Spanish. As the students progress in the grades, their English time increases.

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

The students are grouped by ability for their first language reading class in grades 3-6.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
95%

Computer use:

In Spanish and English (all grades)

Curriculum/materials development:

•Ongoing development of bilingual materials

PROGRAM EVALUATION

Evaluator:

Carlos Rosa

Department of Research, Evaluation, and Planning

Chicago Public Schools

1819 West Pershing Road

Chicago, IL 60609

312-535-4038

Evaluation components and procedures:*Items under assessment*

Language proficiency
(both English and Spanish)

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

LAS, Brigance Test of Basic Skills (depending on grade and language)

La Prueba

ITBS, IGAP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parents are informed of program upon enrollment of student, at orientation meetings, and parent/teacher conferences
- Three active Parent Advisory Councils within the school
- Active and strong Parent Volunteer Program
- Parent multi-lending library

Community responses to the program:

- Response has been positive since the program was based on the cooperative effort between staff, parents, administration and communities

Advice to start-up programs:

- Never impose a program until everyone (all parties, including teachers, parents, community) is in agreement so that in the long run, cooperation and support, which are essential, are always present
- Ongoing communication and involvement by all groups are also essential

Most important features of the program:

- Cooperative staff who are committed and dedicated to the program
- Almost all staff are bilingual
- Great teacher/parent cooperation
- Good parental involvement
- Ongoing staff development

**Schaumburg School District 54
Schaumburg, Illinois**

***Project BUILD: Building Unity through Integration and
Language Development***

School:

MacArthur School
1800 Chippendale Road
Hoffman Estates, IL 60195
(708) 426-1453

Contact persons:

Linda Kolbusz
Assistant Superintendent Program Development
300 Cleveland Avenue
Carpentersville, IL 60110
(708) 426-1300 ext. 313

Julie Colgrove
MacArthur School
1800 Chippendale Road
Hoffman Estates, IL 60195
(708) 885-6776

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K

Year program began:
1994

Grade level increases planned:
One grade level per year to grade 2

Ethnic/racial breakdown of school:
12.4% Hispanic; 12.8% Black; 65.3% White; 9.5% Asian

Program size:

Grade level	# of Classes	Class size
K	1	22

Criteria for selecting and accepting students:

Spanish speakers and English speakers:
Schaumburg Model, Assessment in a Natural Context, and bilingual students who would ordinarily participate in bilingual classes within the targeted attendance areas

Funding sources:

Title VII and in-kind contributions from each school district

Recruitment procedures:

- Parent meetings and mailings
- Brochure is currently being developed for future recruitment

Program materials available to others:

- Videos
- Brochure (in process)
- Presentations at professional development conferences
- Newsletters

Program objectives:

- Bilingual literacy in the language arts, math, science and other content areas
- LEP and English-speaking families work and learn together to provide academic and other support to their children and to each other
- Bilingual and general education instructional staff will work together to ensure that each LEP and English-speaking student reaches his/her potential

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	80%
1(planned)	70%
2(planned)	60%

Method of separating languages for instruction:

By block of time, by subject, and by teacher

Languages used for content area subjects and electives:

K-2—Spanish instruction:

Integrated Curriculum

K-2—English instruction:

English Language Arts, ESL

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Heterogeneous grouping except for Language Arts

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

66%

Additional program staff:

- 1 full time bilingual aide
- 4 full time monolingual (English) aide
- 1 full time facilitator

Computer use:

In English and Spanish

Curriculum/materials development:

Teachers, administrators, and professional consultants are developing English/Spanish curricula that emphasizes integrated content area instruction to parallel each district's existing curriculum.

PROGRAM EVALUATION

Evaluator:

OER Associates
615 Knox Avenue
Wilmette, IL 60091
708-251-1578

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

IPT-Spanish, SOLOM

English proficiency

IPT-English, SOLOM

Academic achievement in Spanish

Portfolios, performance-based assessment, progress reports

Academic achievement in English

Portfolios, performance-based assessment, progress reports

Attitudes

Concerns Based

Workshop & activity evaluations

Questionnaire (adapted)

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, classroom assistance, parent language classes
- Parent Learning Co-Op where parents learn collaboratively from each other, from the district's personnel and from other community members

Community responses to the program:

- Supportive; ongoing presentations to the School Board as well as invitations to attend parent meetings, site visitations and program activities are planned to keep them continually informed

Advice to start-up programs:

- Allow time for curriculum writing and staff development prior to program start-up
- Plan to inform parents of program design and dual language student performance expectations

Most important feature of the program:

- Careful planning
- District and community support
- Excellent teaching staff

**Ecole Bilingue
Arlington, Massachusetts**

Ecole Bilingue

School:

Ecole Bilingue
17 Irving Street
Arlington, MA 02174
617-646-0510

Contact person:

Andree McGiffin
Head
Ecole Bilingue
17 Irving Street
Arlington, MA 02174
617-646-0510

Barbara Saran
Ecole Bilingue
17 Irving Street
Arlington, MA 02174
617-646-0510

BACKGROUND INFORMATION

Languages used in the program:

French/English

Year program began:

1963

Ethnic/racial breakdown of school:

1.6% Hispanic; 11% Black; 1% Asian; 86% White

Criteria for selecting and accepting students:***French speakers:***

Interview with Head

English speakers:

Interview with Head

Recruitment procedures:

Brochures; community and parental meetings;
mailings; information nights at school for
prospective parents

Grade level(s) of the program:

1-6

**School extends from Pre-K through Grade 10; program design varies according to the needs of the students (e.g., those who wish to take correspondence courses from another school).*

Program size:

Grade level	# of Classes	Class size
1	2	16
2	2	13
3	2	12
4	1	14
5	1	13
6	1	12

Funding sources:

Private school—tuition; financial aid available from the French Government

Program materials available to others:

•Brochure for prospective parents

230

Program objectives:

- Students will become bilingual speakers of French and English
- Students will be able to function in French, English or other International Schools

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time French
is used for instruction:**
1-6 50%

**Method of separating languages
for instruction:**
By block of time

**Languages used for content area subjects
and electives:**

1-6—French instruction:

Art, Music, P.E., Math, Language Arts, Social
Studies

1-6—English instruction:

Language Arts, Science, Social Studies

Language of initial reading instruction:

French speakers:

French

English speakers:

French

Instructional grouping:
Students are integrated the entire day.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•3 full time bilingual aides

Computer use:
In French and English

PROGRAM EVALUATION

Evaluator:
French Ministry of Education

Evaluation components and procedures:

Items under assessment

Academic achievement in French

Procedures/Instruments

ERB (Educational Record Bureau)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- PTO

Most important feature of the program:

- Students' integration into schools of choice upon completion of the program

201

**Boston Public Schools
Boston, Massachusetts**

Two-Way Integrated Bilingual Program

School:

Agassiz School
20 Child Street
Jamaica Plain, MA 02130
617-635-8198

Contact person:

Alfred Nuñez, Principal
Agassiz School
20 Child Street
Jamaica Plain, MA 02130
617-635-8198

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-1

Year program began:
1991

Grade level increases planned:
May expand to 2nd and 3rd grades

Ethnic/racial breakdown of school:
60% Hispanic; 27% Black; 12% White; 1% Asian

Program size:

Grade level	# of Classes	Class size
K	2	25
1	2	25

Criteria for selecting and accepting students:
Preference for those who are in K-1; parental choice

Funding sources:
State funding through the Vecinos program for integration; district funds

Program materials available to others:
•Brochures in English and Spanish

Based on information provided in 1992. Updated information not available.

Program objectives:

- To provide the highest quality program available
- For children to become sensitive and respectful of each other's cultures
- To be able to use both languages in content area instruction

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K 80%
1 70%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:

Reading and Science are taught in both Spanish and English.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 3 full time resource teachers
- 3 bilingual aides
- 1 monolingual English aide
- 1 special education monolingual teaching assistant

Computer use:

Computer use in English

PROGRAM EVALUATION

Evaluator:

The state will assist with the evaluation to assess how far the program has progressed.

Evaluation components and procedures:

Using qualitative methods of assessment. Assessment items and procedures to be determined.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School parent council meets once a month
- Parent volunteers
- Parent Center at school

Community responses to the program:

- Very supportive of the idea

School Board's view of the program:

- The School Board gave their approval

Advice to start-up programs:

- Need to educate people of the benefits of the program
- A lot of planning a year in advance
- Commitment

Most important feature of the program:

- Higher attendance has resulted from the program

**Boston Public Schools
Boston, Massachusetts**

Multicultural Cluster

School:

Grover Cleveland
11 Charles Street
Dorchester, MA 02122
617-635-8631

Contact person:

Dr. Margaret Hanscom
Director of Instruction
Grover Cleveland
11 Charles Street
Dorchester, MA 02122
617-635-8631

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
6-8

Year program began:
1990

Program size:

Grade level	# of Classes	Class size
6	2	41
7	1	16
8	2	23

Ethnic/racial breakdown of school:
25% Hispanic; 58% Black; 12% White;
4% Asian; 1% American Indian

Funding sources:

General school funds; city funds

Criteria for selecting and accepting students:

Student and parent interest; teacher recommendation

Program materials available to others:

- Pamphlets
- One-page information sheet

Recruitment procedures:

- The program is part of the Boston Public Schools choice plan
- The program is listed on an application that is sent to parents
- Teachers and students visit feeder schools with a slide show, distribute pamphlets, and answer questions

Based on information provided in 1992. Updated information not available.

Program objectives:

- To foster a school environment where all students learn and develop in an integrated setting
- To broaden and expand learning by fostering English and Spanish proficiency, cultural enrichment, and content area instruction

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6-8 20%

Method of separating languages for instruction:

Content area instruction is conducted in both languages.

Languages used for content area subjects and electives:

6-8—Spanish instruction:

Math, Science, Social Studies, Spanish/SSL

6-8—English instruction:

Math, Science, Social Studies, Reading, English/ESL

Instructional grouping:

Students are integrated during content instruction except for ESL and SSL instruction.

Percent of program teachers proficient in both languages:

83%

Percent of school staff proficient in both languages:

83%

Additional program staff:

- 1 bilingual counselor
- 1 bilingual psychologist

Computer use:

Computer use in English

Curriculum/materials development:

In development

PROGRAM EVALUATION

Evaluator:

An evaluation plan is being developed.

230

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

*Procedures/Instruments*Spanish *Cloze*English *Cloze*, IPT, IOLPTSpanish *Cloze*, SABE

DRP, MAT, Stanford Reading Comprehension

Teacher observations, anecdotal records

Teacher observations, anecdotal records

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Working to expand parent involvement

Community responses to the program:

- Positive so far

School Board's view of the program:

- The School Board loves it

Advice to start-up programs:

- Staff training prior to and during implementation

Most important features of the program:

- Planning group to fine-tune program
- Staff involvement and commitment

**Boston Public Schools
Boston, Massachusetts**

Rafael Hernandez School Two-Way Bilingual Program

School:

Rafael Hernandez Elementary School
61 School Street
Roxbury, MA 02119
617-635-8187

Contact person:

Margarita M. Muñiz, Principal
Rafael Hernandez Elementary School
61 School Street
Roxbury, MA 02119
617-635-8187

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1974

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	3	25
1	2	25
2	2	25
3	2	25
4	2	25
5	2	25
6	1	33
7	1	31
8	1	29

Ethnic/racial breakdown of school:
55% Hispanic; 28% Black; 17% White

Criteria for selecting and accepting students:

Students are assigned according to parent choice through the main office.

Other non-native speakers of English in the program:
Haitian Creole, Jamaican Creole

Funding sources:

Public money and private contributions; additional money through fund raising activities

Program materials available to others:

•Brochure in Spanish and English and other print material

Program objectives:

- To develop oral fluency and literacy in Spanish and English
- To promote academic excellence
- To encourage understanding and appreciation of other cultures while taking pride in one's own

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-8 50%

**Method of separating languages for
instruction:**
At some levels by teachers, at other levels by
subject

**Languages used for content area subjects
and electives:**
At every grade level, some units in every content
area are taught in English and other units are taught
in Spanish. There is no translation.

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are grouped cooperatively for all subjects.
The school is an Expeditionary Learning school
and new interdisciplinary curricula are being
developed by the staff.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•2 full time resource teachers
•15 full time bilingual aides
•1 full time computer teacher
•1 full time physical education teacher
•1 full time integrated arts teacher

Computer use:
Computer use in the English language

Curriculum/materials development:
Staff members have developed curriculum for SSL.

PROGRAM EVALUATION

The program is not currently being evaluated.

231

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils (School Parent Council, School Based Management Council, and Bilingual PAC), school visits, classroom assistance, and fundraising activities

Community responses to the program:

- Parents are very happy. There is currently a waiting list to enter the school

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Keep at it!

Most important feature of the program:

- The dedication of the staff

200

**Boston Public Schools
Boston, Massachusetts**

Two-Way Bilingual Program

School:

Joseph J. Hurley Elementary
70 Worcester Street
Boston, MA 02118
617-635-8489

Contact person:

Nora E. Pou, Principal
Joseph J. Hurley Elementary
70 Worcester Street
Boston, MA 02118
617-635-8489

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1990

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	100 (total—sessions)
1	2	25
2	2	25
3	2	25
4	2	25
5	2	25

Ethnic/racial breakdown of school:
62% Hispanic; 32% Black; 4% White; 1% Asian;
1% American Indian

Criteria for selecting and accepting students:
By lottery

Program materials available to others:
•Brochure

Recruitment procedures:
•Contacting area day care
•Boston Public Schools information

Program objectives:

- To achieve educational excellence by fostering critical thinking and a spirit of inquiry through active participation in learning
- To develop a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
- To develop well-rounded individuals who demonstrate mutual respect, cooperation, and positive attitudes

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	30%
1	30%
2	40%
3	50%
4	50%
5	50%

Depends on language dominance of each individual child

Method of separating languages for instruction:

Team teaching—both teachers in the team plan together and decide how to separate languages by grade level.

Languages used for content area subjects and electives:

K-5—Spanish instruction:

Math, Reading, Science, Social Studies

K-5—English instruction:

Math, Reading, Science, Social Studies, Art, Music, Computers

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by reading level in the language of instruction. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 2 full time special needs resource room teachers
- 6 full time bilingual aides

PROGRAM EVALUATION

None.

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parents are involved through the School Parent Council, school visits for special events, classroom assistance, field trips, and parent training sessions in Mathematics and Science

Advice to start-up programs:

- Start with kindergarten and build a strong foundation
- Keep teachers as primary planners and provide time to plan
- Identify funds for staff development, staff support, and instructional materials
- Identify a person to coordinate, organize, and support school staff in planning and implementing the program

Most important features of the program:

- Teachers working as a team to plan and develop lessons, materials, and schedules
- Students developing a positive self-image and pride in their own culture and language, while learning about other cultures in Spanish and English
- Tapping the strengths of individual teachers
- Providing opportunities for students to feel comfortable about learning a second language

**Cambridge Public Schools
Cambridge, Massachusetts**

AMIGOS Two-Way Language Immersion Program

Schools:

Maynard School
225 Windsor Street
Cambridge, MA 02139
617-349-6588

Kennedy School
158 Spring Street
Cambridge, MA 02141
617-349-6841

Contact persons:

Mary T. Cazabon
Bilingual Education Department
159 Thorndike Street
Cambridge, MA 02141
617-349-6464/6468

Margarita Santana
AMIGOS Project Manager, Title VII
159 Thorndike Street
Cambridge, MA 02141
617-349-6466/6474

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1986

Grade level increases planned:
Secondary

Ethnic/racial breakdown of schools:

Maynard School: 23% Hispanic; 36% Black; 40% White;
2% Asian

Kennedy School: 22% Hispanic; 32% Black; 44% White;
2% Asian

Criteria for selecting and accepting students:***Spanish speakers:***

LEP speakers (some bilingual fluency); parent
choice

English speakers:

Assigned through Parent Info Center; parent choice

Other non-native English speakers in the program:

Greek, Haitian-Creole, some Asian languages

Recruitment procedures:

Cambridge Public Schools at a Glance;
the AMIGOS brochure; and the program video.

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	20
K-1	1	20
1	2	20
2	2	20
3	2	20
4	2	20
5	2	20
6	2	20
7	1	20
8	1	20

Funding sources:

Local and Title VII DBE Grant

Program materials available to others:

•Video: *AMIGOS Two-Way Language Immersion Program*

•Brochure, *AMIGOS Chronicle*, *AMIGOS Newsletter*

Program objectives:

- Improve language proficiency in both English and Spanish of all participating students
- Improve the academic achievement of participating students
- Provide students with a greater degree of cross-cultural interaction enabling them to develop a greater understanding and respect for other cultures and societies
- Offer parents a true participatory role in the program and interaction with others so as to experience a greater tolerance and understanding of other cultures and their languages, traditions, and values

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-8 50%

**Method of separating languages
for instruction:**
By teacher, by week

**Languages used for content area subjects
and electives:**
Content instruction is 50% English and 50%
Spanish, through a continuous flow, not repetition,
of subject matter. For example, one week all
instruction is in Spanish and the next week all
instruction is in English.

Language of initial reading instruction:
Spanish speakers:
Spanish and English
English speakers:
English and Spanish

Instructional grouping:
Heterogeneous cooperative learning groups.
Students are integrated during content instruction.

**Percent of program teachers
proficient in both languages:**
75%

**Percent of program staff
proficient in both languages:**
75%

Additional program staff:
•1 full time resource teacher
•8 full time bilingual aides
•3 full time English
•5 full time Spanish monolingual aides

Computer use:
IBM Writing to Read, Apple and Mac LC II
software (all subject areas)

Curriculum/materials development:
Teachers and staff have developed thematic content
units utilizing folktales.

PROGRAM EVALUATION

Evaluator:
Dr. Wallace E. Lambert
McGill University
Department of Psychology
1205 Docteur Penfield Avenue
Montreal, P.Q. Canada H13A 1B1

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

LAS, SSALD

English proficiency

SSALD

Academic achievement in Spanish

SABE

Academic achievement in English

CAT, LAS R/W

Self-esteem/competence

Surveys

Attitudes

Surveys

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, classroom assistance, and language classes
- Spanish classes and ESL classes
- Parent "All Day Sharing/Learning Events"

Community responses to the program:

- Favorable

School Board's view of the program:

- Favorable: the program was the recipient of the State Excellence Award for Bilingual Education

Advice to start-up programs:

- Parents, teachers, and students must believe in the program and feel accepted by the school
- It is necessary to take risks and experiment; be flexible and fix right away what isn't working

Most important feature of the program:

- Dedication and commitment by the teachers, parents, and the administration

**Boston Public Schools
Dorchester, Massachusetts**

Compañeros/Companions

School:

John Marshall School
35 Westville Street
Dorchester, MA 02124
617-635-8810

Contact persons:

Teresa Harvey-Jackson, Principal
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-635-8810

Ana Maria Porrata-Doria, Bilingual Teacher
John Marshall School
35 Westville Street
Dorchester, MA 02124
617-635-8810

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1990

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K1 (4 year olds)	2	25
K2 (5 year olds)	4	25
1	2	25
2	2	25
3	2	25
4	2	25
5	2	25

Ethnic/racial breakdown of school:
31% Hispanic; 60% Black; 4% White;
4% Asian; 1% American Indian

Criteria for selecting and accepting students:***Spanish speakers:***

Automatically accepted into program

English speakers:

Parent request and/or teacher recommendation

Funding sources:

Boston Public Schools

Other non-native English speakers in the program:
Vietnamese

Program materials available to others:

- Brochures
- Articles in parent newsletters

Recruitment procedures:

- Recruitment letter
- School brochures
- Parent referral and recommendation

Program Objectives:

- To foster positive, caring attitudes between native English-speaking students and LEP students
- To build an understanding and acceptance of cultural diversity by discussing values, customs, and individual worth
- To develop students' ability to speak and understand each other in both Spanish and English
- To have students learn subject matter in their second language in addition to learning Spanish and English as a second language
- To ensure that students maintain grade appropriate academic skills

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**Percent of time Spanish is used for instruction:**

K1-K2	50%
1-3	25%

Method of separating languages for instruction:

By alternate days for K2; by teacher for K1, 1-3; students receive the majority of their Math and Reading instruction in their native language

Languages used for content area subjects and electives:**K1—Spanish and English instruction:**

Colors, Numbers, Letters, Songs, Poems, Directions

K2—Spanish and English instruction:

Reading Readiness, Vocabulary, Social Studies, Math

1—Spanish instruction:

SSL (for English speakers), Reading (for Spanish speakers), thematic units in Science, Social Studies, and Math

1—English instruction:

ESL (for Spanish speakers), Reading (for English speakers), thematic units in Science, Social Studies, and Math

2-5—Spanish instruction:

Math, Reading, thematic units in Science, Geography, and Social Studies

2-5—English instruction:

Math, Reading, thematic units in Science, Geography, and Social Studies

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

English

Instructional grouping:

Teachers use cooperative learning and peer/buddy matching with one Spanish speaker and one English speaker.

Percent of program teachers proficient in both languages:

55%

Percent of program staff proficient in both languages:

60%

Additional program staff:

- 2 full time bilingual aides
- 1 full time resource teacher
- 1 full time ESL teacher
- 1 part time ESL teacher

Computer use:

Writing to Read (IBM) in Spanish and English

Curriculum/materials development:

Two-way bilingual teachers and the principal have developed thematic units for Social Studies, Science, and Geography that integrate skill units for Reading and Math in English and Spanish. Thematic units include the Rain Forest, Dinosaurs, Housing, Architecture, Vietnamese in America, and the Dominican Republic.

PROGRAM EVALUATION

Evaluator:

John Marshall School
35 Westville Street
Dorchester, MA 02124
617-436-3130

Evaluation components and procedures:*Items under assessment*

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

Aprenda, CRT (reading and math)

CRT (reading and math), MAT

Sociogram, questionnaire

Sociogram, questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, and classroom assistance
- Parents cook food from their cultural backgrounds for children, share traditions with students, and participate in productions which foster better understanding of their diverse backgrounds

Community responses to the program:

- The community (with a large Hispanic population) values the program's goal to produce bilingual students

School Board's view of the program:

- Positive, but has not committed to supplying additional necessary funds

Advice to start-up programs:

- Continuing resources are critical to the success and sustenance of the program
- Teachers need to have bilingual paraprofessionals and materials to support the program in both languages

Most important feature of the program:

- Commitment on the part of the administration and two-way bilingual teachers
- Enthusiasm of parents and students

**Boston Public Schools
Dorchester, Massachusetts**

Estrellas Program

Schools:

Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

Contact persons:

Isabel Mendez, Principal
Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

Rosalma McKinstry
Sarah Greenwood School
189 Glenway Street
Dorchester, MA 02121
617-635-8710

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 7

Ethnic/racial breakdown of school:
50% Black; 46% Hispanic; 4% White

Program size:

Grade level	# of classes	Class size
K-1	1	25
K-2	2	22
1	2	22
2	2	22
3	2	22

Criteria for selecting and accepting students:
None

Recruitment procedures:

- Parent Center initiatives
- Brochures
- Community newspapers

Funding sources:

District; some Title VII and Chapter 1 resources when needed

Program materials available to others:

- Brochures

Based on information provided in 1994. Updated information not available.

Program Objectives:

- All students will learn the language and culture of both the Spanish- and English-speaking communities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	40%
K-2	30%
1	40%
2	40%
3	50%

Method of separating languages for instruction:

By block of time, day, week, teacher

Languages used for content area subjects and electives:**K-3—Spanish instruction:**

All subjects

K-3—English instruction:

All subjects

Language of initial reading instruction:**Spanish speakers:**

Spanish and English

English speakers:

Spanish and English

Instructional grouping:

LEP and EP students are integrated for half of the day or less.

Percent of program teachers proficient in both languages:
37.5%

Percent of program staff proficient in both languages:
50%

Additional program staff:

- 3 full time bilingual aides
- 1 part time English language monolingual aide
- 1 part time "Reading Recovery" aide
- 1 full time Chapter 1 aide
- 2 part time Title VII aides

Computer use:

In English only

Curriculum/materials development:

Teacher-made materials and others through Title VII program in Spanish and English

PROGRAM EVALUATION

Evaluator:

The program is not being evaluated at this time.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations
- Classroom assistance

Community responses to the program:

- Parents are generally satisfied and encouraged that their children are learning two languages

School Board's view of the program:

- Two-way programs are well-accepted

Advice to start-up programs:

- A lot of planning time is needed as well as follow-up sessions with outside help

Most important feature of the program:

- Cooperation of both teachers and students

21

**Framingham Public Schools
Framingham, Massachusetts**

Project A.B.C. —Achieving Bilingual Competency

School:

Barbieri School
100 Dudley Road
Framingham, MA 01701
508-626-9188/9187

Contact persons:

Dr. Peter J. Dittami
Principal
Barbieri School
100 Dudley Road
Framingham, MA 01701
508-626-9188/9187

Susan J. McGiluray-Rivet
Director of Bilingual Education
Barbieri School
100 Dudley Road
Framingham, MA 01701
508-626-9171

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
41% Hispanic; 8% Black; 51% White

Criteria for selecting and accepting students:***Spanish speakers:***

Interest in the program, Spanish language dominance

English speakers:

Interest in the program, English language dominance

Other non-native English speakers in the program:

Portuguese, Vietnamese

Recruitment procedures:

Parent volunteers; lottery (when applicants exceed available openings)

Grade level(s) of the program:
K-5

Grade level increases planned:

One grade level per year to grade 6; opening another strand beginning with K in September 1996 at a second location.

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	25
1	2	25
2	2	25
3	2	25
4	2	25
5	2	25

Funding sources:

Local, state, and federal (Title VII)

Program materials available to others:

- Videos, but no resources to disseminate materials at present time
- Brochures in English and Spanish

Program objectives:

- To enhance and improve the educational program of limited English proficient and English-only students through an integrated bilingual developmental (two-way) model

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Spanish speakers:

K	80%
1	65%
2	60%
3-5	50%

English speakers:

K	20%
1	35%
2	40%
3-5	50%

Method of separating languages for instruction:

By teacher and subject

Languages used for content area subjects and electives:

K-1—Spanish speakers and English speakers are taught in their native language in all subjects except for Science/Social Studies in which they receive instruction in both languages.

2—Spanish speakers and English speakers receive Language Arts and Science/Social Studies instruction in both languages. Spanish speakers are taught Math and English in their native language and English speakers are taught Math in their native language.

3-5—Spanish speakers and English speakers receive Language Arts and Science/Social Studies instruction in both languages. Math is taught in Spanish only.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated for content instruction in both Spanish and English at all grade levels. Grades 4-5 are in integrated groups for every subject.

Percent of program teachers proficient in both languages:

75%

Percent of program staff proficient in both languages:

80%

Additional program staff:

- 7 full time bilingual aides
- 1 full time SSL teacher
- 1 part time ESL aide

Computer use:

Computer use in both languages.

Curriculum/materials development:

Director-developed and teacher-developed curricula. Teachers have been working on curricula development (ESL and SSL) for the past five years.

PROGRAM EVALUATION

Evaluator:

Grace Studley
Public Affairs Research Institute
12 Frost Street
Arlington, MA 02174

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes (Students, Parents, and Staff)

Procedures/Instruments

Aprenda, Stanford, IPT

Aprenda, Stanford, MELA-O (Oral), LAS (reading and writing)

Portfolios

Portfolios

Questionnaire

Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- Program includes ESL and SSL instruction for parents

Community responses to the program:

- High level of support
- Growing interest has resulted in a rush of applicants that far exceeds enrollment capacity

School Board's view of the program:

- Strong support

Advice to start-up programs:

- Provide time for adequate planning
- Visit other programs
- Proper staffing
- Parental support
- Administrative support essential to the development of a strong program

Most important feature of the program:

- High quality staff (training provided to the staff)
- Transition from second language reading developed
- Parental/community/administrative support

**Holyoke Public Schools
Holyoke, Massachusetts**

Magnet Middle School Developmental Bilingual Education Program

School:

Magnet Middle School for the Arts
325 Pine Street
Holyoke, MA 01040
413-534-2132

Contact person:

Efrain Martinez, Principal
Magnet Middle School for the Arts
325 Pine Street
Holyoke, MA 01040
413-534-2132

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
6-8

Year program began:
1990

Program size:

Grade level	# of Classes	Class size
6	4	28
7	4	28
8	4	28

Ethnic/racial breakdown of school:
65% Hispanic; 31% White; 4% Others

Criteria for selecting and accepting students:

None. The population of the school represents the student population of the district of that age.

Funding sources:

Title VII DBE Grant; CD Funding; Ford Foundation; Merrill Lynch Foundation; Jessie B. Cox Trust; Mt. Holyoke College; Mustard Seed Fund; New England Telephone; NYNEX Corporation

Recruitment procedures:

- Parent Information Center
- Registration Center
- Brochures, fliers, media presentations, and recitals

Program materials available to others:

- Brochure
- Student and staff manuals

Based on information provided in 1992 Updated information not available.

Program objectives:

- To conduct middle school instruction in all subject areas in a 50% Spanish-50% English setting

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6	30%
7	40%
8	50%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

6-8—Spanish instruction:

Language Arts, Math, Science, The Arts

6-8—English instruction:

Social Studies, The Arts

Instructional grouping:

Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

51%

Additional program staff:

- 1 resource teacher
- Many Latino volunteers who are students at local colleges

Computer use:

Computer use in both languages—word processing, desk top publishing, and Math and Science programs.

Curriculum/materials development:

The project will offer a constructivist math curriculum (English/Spanish) for dissemination by the end of '92-'93 school year.

PROGRAM EVALUATION

Evaluator:

Dr. Kerry Holmstead
University of Massachusetts at Amherst
Amherst, MA 01003
413-584-0458

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

BSM, SABE

Academic achievement in Spanish

Informal teacher-made tests

Academic achievement in English

CAT

Math

Project Quasar (University of Pittsburgh) runs its own assessment

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Town Council and classroom assistance
- Parents, teachers, and students meet in a "Town Meeting" at the beginning of the year and elect a Town Council. This council sets policy for the school.

Community responses to the program:

- The first year of the program, the school attracted a lot of national attention. This caused resentment in some segments of the community. This year, the second year, the program staff is overcoming this feeling. Many of the teachers currently in the program are experienced teachers with as many as eighteen to twenty years of teaching. While many of these teachers rejected the idea of the program initially, they are now very pleased with it and as "converts," they have been able to provide a lot of credibility

School Board's view of the program:

- Eighty percent of the Board supports the program, even though there is a move against bilingual education in the area

Advice to start-up programs:

- Take time to implement the program, especially if it is to be a middle school program where there is no elementary program

Most important features of the program:

- Respect for and celebration of the culture and the language
- An environment in which the target language is respected and celebrated
- The use of the arts as a medium for second language learning

**Salem Public Schools
Salem, Massachusetts**

Salem Two-Way Language Program, Federal Street School

School:

Federal Street School
160 Federal Street
Salem, MA 01970
508-740-1102

Contact persons:

Jo Sullivan
Principal
160 Federal Street
Salem, MA 01970
508-740-1102

Arlene Dannenburg
Director of Equity Education
29 Highland Avenue
Salem, MA 01970
508-745-9300 x225

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1988

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25
1	2	23
2	2	23
3	2	22
4	2	22
5	2	16

Ethnic/racial breakdown of school:
40% Hispanic; 55% White; 5% Other

Criteria for selecting and accepting students:***Spanish speakers:***

Controlled choice student assignment policy (a central registration process which allows parents an opportunity to select schools and programs of their choice); language proficiency.

English speakers:

Age, controlled choice student assignment policy, no special needs so severe as to make second language learning a burden.

Funding sources:

Salem Public Schools; Massachusetts State Chapter 636; Chapter 188 (MA State); private donations: New England Power, Essex Institute

Program materials available to others:

- Video to be made this year
- Boston Globe* articles, *Salem Evening News* articles, photos

Recruitment procedures:

Advertisements, word of mouth, siblings

Program objectives:

- To develop fluency and literacy in both Spanish and English
- To promote academic achievement commensurate with the students' ability at grade level
- To promote creativity, flexibility, originality, and problem-solving
- To encourage understanding and appreciation of both linguistic and cultural groups while nurturing pride in one's own heritage
- To foster independence, motivation, and love of knowledge in themselves and the world

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	45%
1-5	50%

Method of separating languages for instruction:

By teacher: L1, L2, and integrated time

Languages used for content area subjects and electives:

All subjects are taught in both languages to all students at some point in the continuum of the program.

Language of initial reading instruction:

Spanish speaker:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated heterogeneously and divided into two groups. Whole language techniques are used with both groups in both languages. Students are integrated for content instruction, but L2 instruction (Spanish for English speakers; English for Spanish

speakers) is specifically geared to lessons in target language for each group.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

More than 50%

Additional program staff:

- 2 part time resource teachers
- 10 bilingual aides
- 6 English monolingual aides
- 1 full time Parent Outreach (Spanish) grant funded
- 1 full time bilingual Chapter 1 teacher
- 1 part time monolingual Chapter 1 teacher

Computer use:

IBM Writing to Read, IBM Vale. In second grade the IBM program in the target language is used for both groups of students.

Curriculum/materials development:

Program staff members have developed curricula in both languages based on thematic units and have presented these statewide.

PROGRAM EVALUATION

Evaluator: John Zuman (I.N.C.R.E.)
366 Massachusetts Ave. Ste. 202
Arlington, MA 02174

200

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

Oral and written language assessment under development by staff

English proficiency

MELA-O LAS Reading-Writing

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

Kindergarten screening

ESI (English, Spanish) (Meisels, Univ. of Michigan); on-site developed questionnaire

Special education evaluation

Special education evaluation and referrals as per state and local guidelines

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, classroom assistance, and language classes
- Involvement of parents at all levels of the program

Community responses to the program:

- Excellent; support has been consistent despite fiscal crisis in the city and state

School Board's view of the program:

- Very favorable; programs are highly regarded

Advice to start-up programs:

- Research and gather curriculum materials
- Ongoing public relations is crucial

Most important features of the program:

- Our programs are taught by highly competent and motivated professionals in developmentally appropriate classrooms which are print rich, exciting, and active learning environments
- Program quality is determinant of academic success, especially in such a challenging program
- While it has been a challenge to begin as a pilot and then expand each year, it has been a lesson in how a vision can become a reality despite severe fiscal constraint
- The program fosters true integration, builds the self-esteem of both groups of children and prepares them well academically

**Springfield School District
Springfield, Massachusetts**

Two-Way Bilingual Program

School:

Elias Brookings School
367 Hancock Street
Springfield, MA 01105
413-787-7200

Contact persons:

Dr. Mary Anne Herron
Principal
Elias Brookings School
367 Hancock Street
Springfield, MA 01105
413-787-7200

David Grosbeck
Bilingual Department Supervisor
Springfield School Department
195 State Street
Springfield, MA 01103
413-787-7160

BACKGROUND INFORMATION

Languages used in the program:
Russian/English

Grade level(s) of the program:
K-3

Year program began:
1991

Grade level increases planned:
One grade level per year to grade 4.

Ethnic/racial breakdown of school:
30% Hispanic; 33.6% Black; 36.2% White;
<1% Asian

Program size:

Grade level	# of classes	Class size
K	1	34
1	1	30
2	2	28
3	2	28

Criteria for selecting and accepting students:

Russian speakers:
Students must speak Russian
English speakers:
Students must speak English

Funding sources:
Massachusetts State Chapter 636

Recruitment procedures:

- School Fair, held every March, allows parents the opportunity to learn about the various programs offered by each school in the city
- Parents apply for their children to enter the program

232

Program Objectives:

- To provide a learning environment which ensures developmentally appropriate practices
- To create a positive educational setting where all children have the opportunity to learn in two languages
- To foster an appreciation of one's own cultural heritage and to continue to develop an understanding of the language and culture of others
- To develop a high level of proficiency in a second language while making normal progress in the students' first language

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING**Percent of time Russian is used for instruction:**

K	50%
1-3	40%

Method of separating languages for instruction:

By teacher teams—each classroom has a Russian-speaking and an English-speaking teacher

Languages used for content area subjects and electives:**K—Russian instruction:**

Math, Reading, Music, Science, Social Studies, Russian as a Second Language (RSL) (for English speakers)

K—English instruction:

P.E., Art, Music, Library, Math, Reading, Social Studies, Science, ESL (for Russian speakers)

1-3—Russian instruction:

Math, Reading, Science, Social Studies, RSL (for English speakers)

1-3—English instruction:

PE, Art, Music, Library, Science, Social Studies, Math, Reading, ESL (for Russian speakers)

Language of initial reading instruction:**Russian speakers:**

Russian

English speakers:

English

Instructional grouping:

Students are integrated for content instruction except for two thirty-minute work periods. In the first work period, Russian students receive instruction in Russian and English students receive instruction in English. In the second work period, Russian students receive ESL and English students receive RSL. Teachers use cooperative learning techniques and pair Russian and English children to complete different activities

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

14%

Additional program staff:

- 3 full time bilingual aides
- 3 full time monolingual aides (English)
- 3 full time ESL teachers
- 1 full time art teacher
- 1 full time P.E. teacher
- 1 full time librarian

PROGRAM EVALUATION

Program is not currently undergoing evaluation.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, and parent language classes

Community responses to the program:

- Many parents want their children involved in the program
- Parents are excited about the second language their children are learning

School Board's view of the program:

- Interested

Advice to start-up programs:

- Preparation is needed for the process
- Teachers need to see the model in action at another school that already has the program in place

Most important feature of the program:

- Teachers, families, and students are interested in the program and in language development

**Dearborn Public Schools
Dearborn, Michigan**

Young Americans Learning Languages Actively (Y.A.L.L.A.)

School:

Iris Becker
10821 Henson
Dearborn, MI 48126
313-582-5020

Contact persons:

Shereen Arraf
18700 Audette
Dearborn, MI 48124
313-730-3029

Darrell Donelson
Principal
Iris Becker
10821 Henson
Dearborn, MI 48126
313-582-5020

BACKGROUND INFORMATION

Languages used in the program:

Arabic/English

Grade level(s) of the program:

Pre-K-1

Year program began:

1994

Grade level increases planned:

Two grade levels per year to grade 5

Ethnic/racial breakdown of school:

60% Arabic; 5% Hispanic, Black, Asian; 35% White;

Program size:

Grade level	# of classes	Class size
Pre-K	2	30
K	2	26
1	1	26

Criteria for selecting and accepting students:

Spanish speakers and English speakers:
Language Dominance Test, home survey

Funding sources:

Board of Education Funds

Other non-native English speakers in the program:

Spanish, Romanian

Program materials available to others:

- Guidelines
- Bilingual materials and books
- Parent handbooks
- Video tapes

Recruitment procedures:

Parent advisory council meetings, cable program, parent meetings and brochures

Program Objectives:

- Students will become proficient in two languages, accelerate in academics, and build high self-esteem
- Arabic-speaking students will develop competency in English as well as in Arabic
- English-speaking students will develop high levels of proficiency in Arabic while making normal progress in their English language development
- All students will make grade level progress in the content area subjects
- All students will develop positive self-esteem and attitudes toward other cultures
- All parents will become partners in their children's learning process
- Program will develop professional partnership among school staff

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Arabic
is used for instruction:**

Pre-K-1 50%

**Method of separating languages
for instruction:**

By block of time, day, subject, and teacher

**Languages used for content area subjects
and electives:**

Pre-K—Arabic & English instruction:

Circle time, Recall, classroom areas, Music

K—Arabic & English instruction:

Circle time, Story Reading

1—Arabic & English instruction:

Reading/English Language Arts

Language of initial reading instruction:

Arabic speakers:

Arabic

English speakers:

English

Instructional grouping:

Students are integrated all day.

**Percent of program teachers
proficient in both languages:**

75%

**Percent of program staff
proficient in both languages:**

100%

Additional program staff:

- 3 full time bilingual aides
- 1 full time resource teacher
- 1 full time parent educator

Computer use:

•In English and Arabic: *Early Childhood Connections, Haboub, Big Book Maker*

Curriculum/materials development:

The bilingual teachers, resource teacher, and program director have developed Big Book stories and Math and Science curricula in both Arabic and English. Teaching guides have also been developed.

PROGRAM EVALUATION

Evaluator:

Mr. Jacob Silver
1015 Linden Street
E. Lansing, MI 48823
517-335-0424

Evaluation components and procedures:*Items under assessment*

Arabic proficiency

English proficiency

Academic achievement in Arabic

Academic achievement in English

Self-esteem/competence

Attitudes

Parent involvement

Procedures/Instruments

Language Dominance Test

LAS

District developed test

ITBS, Observation Survey

Questionnaire

Questionnaire

Logs, evaluation forms

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Advisory Council is actively involved in the preparation of a bilingual cable program and bilingual parent handbooks
- Parents have been involved in a series of meetings to discuss program goals and assist in delivery
- Parents volunteer in the classrooms to assist children in reading and instructional projects

Community responses to the program:

- Very supportive; parents would like to implement same design in other schools

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Inform community and solicit support first
- Prepare bilingual materials prior to implementation
- Provide continuous support to staff efforts and parent involvement

Most important feature of the program:

- Continuous monitoring of students' progress
- Ongoing training to staff
- Weekly meetings of management team to discuss issues and needs

**Detroit Public Schools
Detroit, Michigan**

The Academy of the Americas Two-Way Language Immersion School

School:

The Academy of the Americas
5680 Konkel
Detroit, MI 48210
313-596-7640

Contact persons:

Berna Ravitz
Principal
The Academy of the Americas
5680 Konkel
Detroit, MI 48210
313-596-7640

Debbie Denisuk
Program Implementor
The Academy of the Americas
5680 Konkel
Detroit, MI 48210
313-596-7640

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-3*

Year program began:
1992

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
60% Hispanic; 33% Black; 7% White

Program size:

Grade level	# of classes	Class size
Pre-K	4	18
K	3	30
1	3	30
2	3	30
3	2	30

Criteria for selecting and accepting students:

Spanish speakers:
40% Spanish speakers

Funding sources:
Board of Education funds

Recruitment procedures:

- Advertising for all schools of choice in the local papers
- Program is promoted at a community fair

**The program also operates a FLAR Program (Family Literacy and Resources) for infants to pre-school age children while parents are in Adult Education Classes. There are up to ten children with one teacher and two assistants. The program uses the high scope curriculum with the children with half of the instruction delivered in English and half in Spanish.*

Program Objectives:

- Proficiency in Spanish and English
- Average to superior progress in achieving the objectives of the elementary school curriculum
- Appreciation for the art, music, and literature of other cultures while developing an understanding toward other people
- High self-esteem and the ability to work and play cooperatively
- High creativity and mental flexibility

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K	50%
K-1	80%
2	80%
3	70%
4 (planned)	60%
5 (planned)	50%

Method of separating languages for instruction:
By subject

Languages used for content area subjects and electives:

Pre-K—Spanish & English instruction:

All subjects are taught in both languages

K-1—Spanish instruction:

Social Studies, Art, Music, Spanish Language
Arts, Reading, Math

K-1—English instruction:

Reading/English Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated except for reading instruction. Teachers conduct whole and small group instruction.

Percent of program teachers proficient in both languages:
88%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 10 full time bilingual aides
- 1 full time program implementor

230

PROGRAM EVALUATION

Evaluator:

Susan Barfield
 Center for Applied Linguistics
 1118 22nd Street NW
 Washington, DC 20037
 202-429-9292

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

IDEA Test (Spanish)

IDEA Test (English)

(To be determined)

CAT Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- ESL classes, GED classes, and SSL classes in the future

Community responses to the program:

- Very positive

School Board's view of the program:

- Positive

Advice to start-up programs:

- Allow at least a year for planning before implementation

Most important feature of the program:

- A dedicated, hand-picked staff
- Supportive group of parents (62% of them attended the first open house)

**Minneapolis Public Schools
Minneapolis, Minnesota**

Emerson Spanish Immersion Learning Center

School:

Emerson Spanish Immersion Learning Center
1421 Spruce Place
Minneapolis, MN 55403
612-627-7452

Contact persons:

Barb Berg
Community Liaison
Emerson Spanish Immersion Learning Center
1421 Spruce Place
Minneapolis, MN 55403
612-627-7452

Karen Pederson
Principal
Emerson Spanish Immersion Learning Center
1421 Spruce Place
Minneapolis, MN 55403
612-627-7452

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-8

Year program began:
1974

Program size:		
<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	4	19
1	4	19
2	4	19
3	3	25
4	3	25
5	2	25
6	1	25
7	1	25
8	1	25

Ethnic/racial breakdown of school:
35% Hispanic; 25% Black; 38% White; 2% Other

Criteria for selecting and accepting students:

Spanish speakers:
Assigned by the district

English speakers:
Parental choice; lottery; children entering grades 3-8 must want to learn Spanish (visit recommended)

Funding sources:
District funds

Recruitment procedures:
Brochures; community and parental meetings; mailings; building/classroom tours and observations

Program materials available to others:
•Brochures
•Newsletters

Program Objectives:

- Students will become conversationally fluent in Spanish by eighth grade
- Students will be able to read and write in Spanish

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-8 50%

**Method of separating languages
for instruction:**
By block of time, by subject

**Languages used for content area subjects
and electives:**
K-8-Spanish instruction:
Math, Science, Social Studies, Language Arts
K-8-English instruction:
Reading, Art, Music, P.E., Media

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated all day

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
50%

Additional program staff:
•5 part time bilingual aides
•10 part time monolingual (English) aides
•1 full time Chapter 1 resource specialist
•3 full time special education specialists
•1 full time ESL instructor
•5 full time specialists (Music, Art, P.E., Media)

Computer use:
Mostly in English

Curriculum/materials development:
Bilingual teachers have developed some materials
including teaching guides. They have also
translated the Minneapolis curriculum into
Spanish.

200

PROGRAM EVALUATION**Evaluator:**

Program is currently developing new student assessment and achievement information.

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, classroom assistance and parent language classes
- School has a very involved parent group
- All parent information that is sent home appears in both English and Spanish

Community responses to the program:

- Very interested and supportive

School Board's view of the program:

- Supportive

Most important feature of the program:

- Caring, child-centered atmosphere

**Atlantic City Public Schools
Atlantic City, New Jersey**

Two-Way Bilingual Education Program

School:

New Jersey Avenue School
New Jersey & Atlantic Avenues
Atlantic City, NJ 08401
609-343-7290

Contact persons:

Dorothy Bullock
Principal
New Jersey Avenue School
New Jersey & Atlantic Avenues
Atlantic City, NJ 08401
609-343-7290

José Almanza
Supervisor of Curriculum and Instruction
Atlantic City Public Schools
1809 Pacific Avenue
Atlantic City, NJ 08401
609-343-7215

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1991

Grade level increases planned:
One grade level per year

Ethnic/racial breakdown of school:
25% Hispanic; 75% Black

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	25
1	2	25
2	2	25
3	2	25

Criteria for selecting and accepting students:

Spanish and English speakers:
Language, ethnicity, and space factors

Funding sources:
Local and state funds

Recruitment procedures:

- Students recruited through the magnet schools

Program materials available to others:
•Curriculum (Two-Way Bilingual K-6)

Program Objectives:

- To make two groups of children from two diverse linguistic references proficient in each other's language as well as their own
- To promote foreign language acquisition and mastery through early exposure in immersion settings
- To promote cooperation, understanding, and respect across cultural and linguistic boundaries

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-3 50%

**Method of separating languages
for instruction:**
By teacher and subject

**Languages used for content area subjects
and electives:**

K-3—Spanish instruction:

Social Studies, Science, Reading (for native
speakers), Music, Art

K-3—English instruction:

Math, Reading (for native speakers), Music, Art,
P.E.

Language of initial reading instruction:
Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are separated for reading instruction.
Within the class, teachers use cooperative learning
as a reference for grouping and skill levels.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
50%

Additional program staff:

- 2 full time ESL instructors

Computer use:

In the process of evaluating *CMI* by Jostens in
Spanish

PROGRAM EVALUATION

Evaluator:
Local

200

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

LAB (Spanish)

English language proficiency

LAB (English)

Academic achievement in Spanish

La Prueba

Academic achievement in English

MAT-7

Self-esteem/competence

Local instrument

Attitudes

Local instrument

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils and classroom assistance

Community responses to the program:

- Very receptive to the idea

School Board's view of the program:

- The school board supports the program

Advice to start-up programs:

- Start with serious planning, including thorough staff training and community awareness
- Have parents and staff buy into the program
- Implement the program one step at a time

Most important feature of the program:

- The early, intense exposure to a target language and the mutual support of students to learn each other's language

**Englewood Public Schools
Englewood, New Jersey**

Project D.E.M.E. (Dual Education Multicultural Enrichment)

School:

Quarles School
Davison Place at Whitewood Rd.
Englewood, NJ 07631
201-833-6093

Contact persons:

Elizabeth William
Director of Bilingual ESL/Multicultural Education
Englewood Public Schools
12 Tenaflly Road
Englewood, NJ 07631
201-833-6186

Evelyn Garcia
Englewood Public Schools
12 Tenaflly Road
Englewood, NJ 07631
201-833-6561

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993

Ethnic/racial breakdown of school:
25% Hispanic; 67% Black; 7.5% White; 3% Asian

Criteria for selecting and accepting students:

Spanish speakers:
Spanish-speaking limited English students entering Pre-K level

English speakers:
Volunteer, lottery, waiting list

Recruitment procedures:

- Project D.E.M.E. brochures, parent orientation meetings, mailing to all homes with four-year-old children

Grade level(s) of the program:
Pre-K and K

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
Pre-K	2	25
K	2	25

Funding sources:

As of school year 1994-95 Title VII, base program was implemented with local funds

Program materials available to others:

- Project D.E.M.E. classroom observation slides
- Project D.E.M.E. brochures
- Annual Project D.E.M.E. Parent Handbook (English/Spanish)
- Project D.E.M.E. Multicultural Thematic Units developed by D.E.M.E. staff in English/Spanish

Program Objectives:

- Students will develop bilingual, biliterate and bicognitive skills in English and Spanish
- Students will maintain on or above grade level academic achievement
- Students will acquire cross-cultural communication skills for the promotion of tolerance, understanding and appreciation of others

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K 40%
K 50%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:

Pre-K-K—Spanish instruction:

Language Arts, Social Studies, Science, Reading Readiness

Pre-K-K—English instruction:

Language Arts, Math, Social Studies, Science, Reading Readiness, Music, Arts, P.E.

Language of initial reading instruction:

Spanish speakers:

Readiness Spanish/English

English speakers:

Readiness English/Spanish

Instructional grouping:

Students are integrated except during primary language development (block of time: 20 minutes)

Percent of program teachers proficient in both languages:

80%

Percent of program staff proficient in both languages:

90%

Additional program staff:

- 3 full time bilingual aides
- 1 part time bilingual aide
- 1 full time monolingual (English) aide
- 1 district level bilingual staff developer
- 1 district level bilingual secretary

Computer use:

In Spanish and English (*Apple Spanish/English bundle*)

Curriculum/materials development:

Project D.E.M.E. teachers have developed Multicultural Thematic Units in Spanish and English.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises Inc.
230 East 18th Street (1F)
New York, NY 10003
212-260-0319

2,200

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish language proficiency

LAB, Brigance

English language proficiency

LAB, Brigance

Academic achievement in Spanish

Portfolio, Brigance

Academic achievement in English

Portfolio, Brigance

Self-esteem/competence

Teacher-developed

Attitudes

Teacher-developed

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parents attend four formal meetings with project supervisor and staff
- Parents also participate in ESL/SSL classes two evenings per month

Community responses to the program:

- Responses have varied from positive to negative. However, more and more individuals have demonstrated interest in acquiring descriptive information on the project.

School Board's view of the program:

- The school board is very supportive of bilingual education for all students

Advice to start-up programs:

- Collaboration of all key stakeholders
- Research and share
- Study two-way immersion models and discuss
- Train all teachers, especially two-way
- Design and plan together

Most important feature of the program:

- The early, intense exposure to a target language and the mutual support of students to learn each other's language

Albuquerque Public Schools Albuquerque, New Mexico

Two-Way Bilingual Program

Schools:

Alvarado Elementary School
1100 Solar Road, NW
Albuquerque, NM 87107
505-344-4272

Contact persons:

Toni Tregembo	Jena Orellana	Jorge Castro	Barbara Gabaldón
3rd Grade Teacher	1-2 Grade Teacher	4-5 Grade Teacher	3-4 Grade Teacher
1100 Solar Road, NW	1100 Solar Road, NW	1100 Solar Road, NW	1100 Solar Road, NW
Albuquerque, NM 87107	Albuquerque, NM 87107	Albuquerque, NM 87107	Albuquerque, NM 87107
505-344-4272	505-344-4272	505-344-4272	505-344-4272

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
1-5

Year program began:
1993-94

Grade level increases planned:
1995-96: Kindergarten

Ethnic/racial breakdown of school:
47% Hispanic; 45% White; 8% Other

Program size:

Grade level	# of classes	Class size
1	1	20
2	1	21
3-4	1	21
4-5	1	19

Criteria for selecting and accepting students:

Spanish speakers:

LAS; teacher-parent recommendation

English speakers:

Teacher-parent recommendation

Funding sources:

District and state

Recruitment procedures:

- Parent-teacher meetings
- Mailings

Program materials available to others:

Newsletters

Program Objectives:

- Students will be fully bilingual and biliterate at the end of the five-year cycle

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-2	50%
3	33%
4-5	25%

(Future changes may include beginning with 100% Spanish and moving progressively towards 50% in the upper grades)

Method of separating languages for instruction:

By block of time, subject, theme

Languages used for content area subjects and electives:

1-3—Spanish instruction:

All subject areas

1-3—English instruction:

All subject areas

4-5—Spanish instruction:

Multicultural Component (Science, Music)

4-5—English instruction:

All subject areas

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated during the entire day.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

N.A.

Additional program staff:

None

Computer use:

In English and Spanish

Curriculum/materials development:

Thematic, integrated units; literature-based writers' workshop

PROGRAM EVALUATION

Evaluator:

Program is not currently being evaluated.

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

Currently considering LAS

English proficiency

Currently considering LAS

Academic achievement in Spanish

La Prueba, portfolios

Academic achievement in English

ITBS, portfolios

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Classroom assistance

Community responses to the program:

- Very favorable response from parents whose children are participating

Advice to start-up programs:

- Get committed, competent, dedicated teachers

Most important feature of the program:

- Commitment and enthusiasm of teachers involved

**Bay Shore Union Free School District
Bay Shore, New York**

Dual Language Enrichment Program

Schools:

Brook Avenue School
45 Brook Avenue
Bay Shore, NY 11706
516-968-1130

South County School
885 Hampshire Rd.
Bay Shore, NY 11706
516-968-1250

Mary G. Clarkson School
1415 E. Third Ave.
Bay Shore, NY 11706
516-968-1205

Contact persons:

Marina Petralia, Coordinator
ESL and Dual Language Enrichment Program
Bay Shore High School
155 Third Avenue
Bay Shore, NY 11706
516-968-1171

William Von Novak, Assistant Superintendent
Office of Instructional Services
Bay Shore Union Free School District
393 Brook Avenue
Bay Shore, NY 11706
516-968-1240

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1990

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of district:
22.9% Hispanic; 23.1% Black; 51.8% White;
2.2% Other

Program size:

Grade level	# of Classes	Class size
<i>Brook Avenue:</i>		
K	1	24
1	1	40
2	1	24
<i>South County:</i>		
3	1	18
4	1	20
<i>Mary G. Clarkson:</i>		
K	1	38

Criteria for selecting and accepting students:***Spanish speakers:***

Spanish-speaking students who are limited English proficient

English speakers:

English-speaking students who are monolingual

Recruitment procedures:

Information is provided to Bay Shore District residents and volunteers are solicited.

Funding sources:

New York State Education Department, Division of Bilingual Education, Two-Way Bilingual Education (Grades 2-4); District funds (K-1)

Program materials available to others:

•Print material

Program objectives:

- To ensure the academic success of English proficient and limited English proficient students
- To enable students to become bilingual
- To increase parental involvement in children's education
- To increase students' understanding of each other's cultural backgrounds

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Varies according to grade level

Method of separating languages for instruction:
By subject, by teacher, by individualized instruction

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
There are a variety of grouping configurations. Students participate together in content area instruction. They are, however, sometimes separated for Reading, Mathematics, and P.E., as determined by the teachers.

Percent of program teachers proficient in both languages:
71%

Percent of program staff proficient in both languages:
85%

Additional program staff:
•4 part time bilingual aides

Computer use:
Computer use in English

Curriculum/materials development:
The materials have been developed by teachers to integrate the mandated school curriculum into the present program.

PROGRAM EVALUATION

Evaluator:
Dr. Charles C. Coletti
Port Chester Public Schools
P.O. Box 246
Port Chester, NY 10573
914-937-2655

307

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

SABE, BINL

English proficiency

ITBS, BINL

Academic achievement in Spanish

Report cards

Academic achievement in English

Report cards

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visits and language classes
- Festivals, luncheons, workshops, performances

Community responses to the program:

- Positive
- Parents of students in the program are exceptionally pleased
- There is a waiting list to be placed in the program

School Board's view of the program:

- Very positive

Advice to start-up programs:

- Spend a great deal of time in the planning and visioning stages
- Include a planning committee with representation across constituent groups

Most important feature of the program:

- Team-teaching

**Beacon City School District
Beacon, New York**

The Dual Language Program

School:

South Avenue School
60 South Avenue
Beacon, NY 12508
914-831-2536

Contact person:

Debra Hogencamp
Program Coordinator/Assistant Director for Bilingual Education
South Avenue School
60 South Avenue
Beacon, NY 12508
914-831-2536

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-4

Year program began:
1989

Grade level increases planned:
The program will expand one grade level per year.

Ethnic/racial breakdown of school:
27% Hispanic; 36% Black; 36% White; 1% Other

Program size:

Grade level	# of Classes	Class size
K	1	27
1	1	25
2	1	24
3	1	21
4	1	29

Criteria for selecting and accepting students:**Spanish speakers:**

Any student who meets the New York state criteria for limited English proficiency status is eligible.

English speakers:

Average or above on the kindergarten screening device

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education Grant

Other non-native English speakers in the program:

Albanian, Laotian, Vietnamese, Swiss-German, Japanese

Program materials available to others:

•Brochure

Recruitment procedures:

Informational meetings for parents; the Central Office registrar polls the parents of in-coming kindergartners for interest in the program.

Program objectives:

- To assist English proficient and limited English proficient students in becoming bilingual, biliterate, and multicultural

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	39%
1	60%
2-4	50%

EP students:

K	20%
1	40%
2-4	50%

Method of separating languages for instruction:

Language Arts and content areas are integrated using a thematic approach. Consequently, languages are separated in terms of time as indicated above. Each classroom is staffed with bilingual assistants in order to meet this goal. In grades 3-4, languages are separated according to a team-teaching approach with a monolingual teacher and a bilingual teacher each working with an integrated group of students.

Languages used for content area subjects and electives:

K-4—Spanish instruction:

Social Studies, Math, Science

K-4—English instruction:

P.E., Music, Art, Library, Cooperative Culture
Experience with a linguistic summary in Spanish

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by level of language proficiency and by language for reading. LEP and EP students are integrated during content instruction in a self contained classroom.

Percent of program teachers proficient in both languages:

66%

Percent of program staff proficient in both languages:

92%

Additional program staff:

- 1 full time resource teacher
- 4 full time bilingual assistants
- 1 half time bilingual assistant

Computer use:

Computer use in both languages

Curriculum/materials development:

Teachers have developed thematic units based on New York state syllabi integrating Language Arts and content areas.

PROGRAM EVALUATION

Evaluator:

Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

301

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish proficiency

BINL

English proficiency

BINL

Academic achievement in Spanish

SABE

Academic achievement in English

CTBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visits, classroom assistance, and language classes
- In addition to participating in the PTA which offers its information in Spanish and English, parents observe classes as well as assist in them
- ESL and SSL classes are also offered

Community responses to the program:

- Increasingly positive, as indicated by the interest in the kindergarten, especially by English proficient parents

School Board's view of the program:

- The School Board sees the program as an economic advantage since the grant provides \$165,000.00 of services per year

Advice to start-up programs:

- Involve the entire school and the community in its planning

Most important features of the program

- A developmental, child-centered, linguistically sensitive philosophy
- The involvement of parents
- Multicultural emphasis in the program

**Buffalo City School District
Buffalo, New York**

Two-Way Bilingual Education Program

School:

Herman Badillo Bilingual Academy #76
300 South Elmwood Avenue
Buffalo, NY 14201
716-851-3848

Contact persons:

David E. Báez, Director
731 City Hall
Buffalo, NY 14202
716-851-3704

Josephine Mayfield, Coordinator
300 South Elmwood Avenue
Buffalo, NY 14201
716-851-3848

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1983-84

Ethnic/racial breakdown of school:
75% Hispanic; 15% Black; 10% White

Criteria for selecting and accepting students:

Spanish speakers:

LEP students with Spanish as the home language

English speakers:

All students who wish to be a part of the program are admitted within the general admission guidelines of the district.

Recruitment procedures:

The program does not recruit students. Herman Badillo is a magnet bilingual school, thereby drawing some students beyond its immediate vicinity. It is also a receiver school to a Bilingual Early Childhood School with a similar program. Parents opt to have their children in the program.

Grade level(s) of the program:
3-7

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
3	3	22
4	3	22
5	3	23
6	3	22
7	3	23

Funding sources:

New York State Department of Education,
Division of Bilingual Education, Two-Way
Bilingual Categorical Funds

Program materials available to others:

- Teacher and parent handbook
- A program brochure which will describe the program more fully is in progress

Program objectives:

- To have both limited English proficient and English proficient students become bilingual
- To attain academic achievement at or above grade level in Reading, Math and the other academic subjects
- To foster appreciation and awareness of American and Puerto Rican cultures as well as other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

3-4	65%
5	55%
6	40%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

3-4—Spanish instruction (LEP):

Math, Science

3-4—English instruction (EP):

Social Studies, P.E., Art, Music

5—Spanish instruction (LEP):

Math, Social Studies, Science

5—English instruction (EP):

Math, Science, P.E., Art, Music

6—Spanish instruction (LEP):

Math, Science, Social Studies

6—English instruction (EP):

Math, Social Studies, Science, Language Arts, P.E., Art, Music

7—Spanish instruction (LEP):

Math, Science, Social Studies

7—English instruction (EP):

Math, Social Studies

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped for instruction based on language proficiency and reading comprehension levels. Students are integrated during content instruction with the exception of recent arrivals (Spanish-speaking students who need more ESL and native language instruction). These students form a separate group at each grade level.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

85%

Additional program staff:

- 1 full time resource teacher
- 1 full time program coordinator
- 1 program evaluator

Computer use:

Only English language software is available in the computer lab. LEP students have access to computers in Chapter 1 Math and Reading and in ESL classes.

Curriculum/materials development:

A teacher committee developed the Spanish Language Arts Curriculum and the Puerto Rican History and Culture Curriculum. This curriculum identifies language arts skills and concepts to be addressed at each grade level, correlates the writing program with the district's English writing program, and incorporates the Spanish Reading program.

PROGRAM EVALUATION

Evaluator:

Gary Ciurczak
42 Rounds Avenue
Buffalo, NY 14215
716-836-2765

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Writing (Spanish and English)

New York State test results

Procedures/Instruments

BINL

BINL

SABE

CTBS, Stanford

District Writing Test

PEP, PET, ESPET

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent council, school visits, classroom assistance, and language classes
- Parent Teacher Organization, N.E.T.WORK (Neighborhood Education Training for Work) program, and the Project M.A.S. (Mothers Assisting in School) classroom helpers program organized by the Two-way Coordinator

Community responses to the program:

- Almost all people who learn about the program are very positive in their reaction

School Board's view of the program:

- Positive and supportive

Advice to start-up programs:

- Start small
- Monitor carefully
- Provide thorough staff training
- Work hard to strengthen parent involvement

Most important feature of the program:

- A carefully balanced instructional program for LEP/EP students based on language proficiency

**Fallsburg Central School District
Fallsburg, New York**

Dual Language Enrichment Program

Schools:

Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110

Contact persons:

Carol Cocozzella
Project Director
Benjamin Cosor Elementary School
Box AE
Fallsburg, NY 12733
914-434-4110 x214

Luis Garrido Tejado
Project Coordinator
Fallsburg Junior-Senior High School
Box AH
Fallsburg, NY 12733
914-434-6800

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1993

Grade level increases planned:
One grade level per year to grade 3.

Ethnic/racial breakdown of school:
81% White; 17% Hispanic; 2% Black; 1% Other

Program size:

Grade level	# of classes	Class size
K-2	2	18

Criteria for selecting and accepting students:***Spanish speakers:***

Students identified as LEP in accordance with Part 154 of the Regulations of the New York State Commissioner of Education

English speakers:

Average intelligence and age appropriate social development (determined through testing and interviews)

Funding sources:

1 New York State Education Department Two-Way Bilingual Education Program

Program materials available to others:

- Program guidelines
- Videos
- Soon-to-be published brochures

Recruitment procedures:

Parent referrals, testing, Board of Education presentations, informational meetings for the general public

Program Objectives:

- For Spanish-speaking LEP students to benefit from a developmental content area educational program in Spanish
- For English-speaking students to benefit from contact with the Spanish language, literature, and culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Native Spanish-speakers 43%
Native English-speakers 20%

Method of separating languages for instruction:

By block of time, subject, teacher

Languages used for content area subjects and electives:

K-2(LEP students)—Spanish instruction:

Language Development, Math, Social Studies, Art, Music, Computers

K-2(EP students)—Spanish instruction:

Math, Informal Spanish, Art, Music

K-2(LEP students)—English instruction:

ESL, Math, Science, Art, Music, Physical Education, Library, Computers

K-2(EP students)—English instruction:

Language Development, Math, Social Studies, Science, Art, Music, P.E., Library, Computers

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are grouped in separate classrooms and are integrated for one third of the weekly instructional time.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 1 full time program director
- 1 part time program coordinator
- 1 part time classroom "interpreter" for teaching assistance in Dual Language classrooms

Computer use:

In English and Spanish

Curriculum/materials development:

Multi-age curricula in both languages

PROGRAM EVALUATION

Evaluator:

Dr. Gregory Holtz
86 Grandview Ave.
Rye, NY 10580
914-422-4196

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency	LAB
English language proficiency	LAS
Academic achievement in target language (reading)	SABE
Academic achievement in English (reading)	ITBS
Content areas other than reading	Course evaluations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:

- Very positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Have a "planning group" visit the sites of established two-way bilingual education programs and have extensive and frank discussions with the program personnel about the pros and cons of two-way programs

Most important feature of the program:

- The very positive and caring attitudes of the students themselves and their parents, in addition to the encouragement of the school and district staff and administrators as well as the members of the Board of Education

**South Huntington School District
Huntington, New York**

Dual Language Enrichment Program

School:

Oakwood Primary Center
264 West 22nd Street
Huntington, NY 11743
516-673-1656

Contact persons:

Mary Ann Sacks
Program Director
Dual Language Enrichment Program
60 Weston Street
Huntington Station, NY 11746
516-673-1649

Sheila Montague
Principal
Oakwood Primary Center
264 West 22nd Street
Huntington, NY 11743
516-673-1656

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1992

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	27
1	1	25
2	1	25

Ethnic/racial breakdown of school:
5.7% Hispanic; 8.8% Black; 80.4% White;
5.1% Indian/Alaskan/Asian

Funding sources:

New York State Education Department Two-Way
Bilingual Grant

Criteria for selecting and accepting students:***Spanish speakers:***

Students are screened and enrolled in program by parent choice and by meeting eligibility requirements of Part 154 of the Regulations of the New York State Commissioner of Education

English speakers:

Students enrolled through participation in a lottery system; equal numbers of males and females are enrolled

Recruitment procedures:

- LEP: English language screening per Part 154 of the Regulations of the New York State Commissioner of Education
- EP: parent choice by lottery following a general information meeting

Program Objectives:

- LEP and EP students who have been in the program for less than three years and have not achieved oral proficiency in English for LEP and Spanish for EP will demonstrate a mean gain of 10 NCE's between pre- and post-testing as measured by the subtest of the BNL
- LEP and EP students will demonstrate competency in reading readiness in Spanish for LEP and English for EP and will achieve a passing grade in Math, Social Studies, and Science in Spanish (LEP) and English (EP)
- EP students will demonstrate a mean gain of 5 NCE's in each grade as measured by pre- and post-testing on the reading subtest and math subset of the norm-referenced district-wide CAT
- Program staff will attend conferences and seminars to strengthen and enhance the program
- Parents will become involved in their child's education including assistance in the development of the LEP/EP program and become more knowledgeable of the child's L2

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:*LEP students:*

K	80%
1	60%
2	50%

EP students:

K	10%
1	30%
2	50%

Method of separating languages for instruction:

By teacher

Languages used for content area subjects and electives:***K (LEP)—Spanish & English instruction:***

Math, Science/Health, Language Arts

K (LEP)—Spanish instruction:

Reading Readiness, Social Studies

K (EP)—Spanish & English instruction:

Language Arts, Science/Health

K (EP)—English instruction:

Math, Reading Readiness, Social Studies

1 (LEP)—Spanish & English instruction:

Math, Reading, Science/Health, Language Arts

1 (LEP)—Spanish instruction:

Social Studies

1 (EP)—Spanish & English instruction:

Science/Health, Language Arts, Reading

1 (EP)—English instruction:

Math, Social Studies

2 (LEP)—Spanish & English instruction:

Math, Reading, Science/Health, Language Arts, Social Studies

2 (LEP)—Spanish instruction:

None

2 (EP)—Spanish & English instruction:

Science/Health, Language Arts, Reading, Math

2 (EP)—English instruction:

Social Studies

Language of initial reading instruction:***Spanish speakers:***

Spanish

English speakers:

English

Instructional grouping:

Students are grouped for instruction by language and are then integrated as a whole for specific times of the day (Language Arts, Science/Health).

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 1 part time director
- 2-3 part time parent consultants
- Several part time in-service/consultants

Computer use:

IBM *Writing to Read* and *VALE* math programs
in Spanish and English
MAC CD-Rom Houghton Mifflin

Curriculum/materials development:

Teachers are in the process of developing
integrated content units in both Spanish and
English based on South Huntington's adaptation
of New York State kindergarten, first and second
grade curriculum.

PROGRAM EVALUATION

Evaluator:

Dr. Charles Coletti
65 Lafayette Drive
Port Chester, NY 10573
914-937-0679

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

BINL

BINL, MAC

SABE

CAT

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- School visitations, classroom assistance, parent language classes, parent support group
- District is developing a bilingual resource parent liaison position (responsibilities would include workshops, home visits, ESL/SSL classes, PTA meetings, and Parent's Night)

Community responses to the program:

- Extremely supportive; over 70 EP families participated in the parent choice lottery for 12 EP spaces in the program

School Board's view of the program:

- Extremely supportive

Advice to start-up programs:

- Research the various models and select staff carefully
- Involve the support of all participants (parents, administrators, teachers, students)

Most important feature of the program:

- Cooperation and commitment of all of those involved
- The entire school district and community are thrilled to be involved in this program

The French-American School of New York Larchmont, New York

Schools:

The French-American School of New York
11 Larchmont Avenue
Larchmont, NY 10538
914-834-3002

Contact persons:

Ms. Katrine Watkins
Director
11 Larchmont Avenue
Larchmont, NY 10538
914-834-3002

BACKGROUND INFORMATION

Languages used in the program:

French/English

Grade level(s) of the program:

Pre-K-10

Year program began:

1980-81

Grade level increases planned:

None

Ethnic/racial breakdown of school:

91.4% White; 6.5 % Black; 2.1% Hispanic

Program size:

Grade level	# of classes	Class size
All grades	24	18

Criteria for selecting and accepting students:***French speakers:***

Interview; entrance test; previous school records
(when applicable)

English speakers:

Interview; entrance test; previous school records
(when applicable); test in French and Mathematics

Funding sources:

Tuition

Program materials available to others:

•Brochure

Recruitment procedures:

None

Program Objectives:

- To promote bilingualism and biculturalism
- To promote academic excellence, individual responsibility and self-discipline with careful attention to the needs of each student

310

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time French is used for instruction:

Pre-K-K	75%
1	60%
2-9	50%
10	60%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

1-5—French instruction:

French, Math, History/Geography

1-5—English instruction:

English, Science, Social studies, Computer Science, Art, Music, P.E.

6-9—French instruction:

French, Math, History/Geography, Physics, (Biology for ESL students), Chemistry, Latin

6-9—English instruction:

English, Life and Earth Sciences, Social Studies, Computer Science, Art, Music, P.E.

10—French instruction:

French, Math, Latin, History/Geography, Economy, Physics, Biological Sciences

10—English instruction:

English, Social Studies, Computer Science, P.E.

Language of initial reading instruction:

French speakers:

French

English speakers:

French

Instructional grouping:

LEP and EP students are integrated the entire day, except for ESL Biology.

Percent of program teachers proficient in both languages:

75%

Percent of program staff proficient in both languages:

71%

Additional program staff:

- 1 full time assistant to the directors
- 2 full time administrative assistants
- 1 full time dean of students
- 1 full time student supervisor
- 2 full time clerical assistants

Computer use:

Basic computer programs in English; computer-assisted language programs in French and English.

Curriculum/materials development:

The curriculum follows those prescribed by the Ministry of Education of France, highly academic independent schools, and the State University of New York.

PROGRAM EVALUATION

Evaluator:

Ministry of Education of France and the Middle States Association of Colleges and Schools

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Academic achievement in English

ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parents' Association

Community responses to the program:

- The school has a reputation for excellence

Advice to start-up programs:

- Start with pre-school
- Emphasize biculturalism; ensure there is no rivalry between languages and cultures
- Use only native speakers as teachers; do not mix the languages in the classroom

Most important feature of the program:

- The bilingual/bicultural nature of the school permeates every aspect of the school

**Long Beach City School District
Long Beach, New York**

Dual Language Program

Schools:

Blackheath Elementary School
322 Blackheath Road
Lido Beach, NY 11561
516-897-2081

Lido Elementary School
237 Lido Boulevard
Lido Beach, NY 11561
516-897-2140

Lindell Elementary
601 Lindell Blvd.
Long Beach, NY 11561
516-897-2198

Contact person:

Maritza Meyers, Director
Programs for Language Minority Students
Lindell Elementary
601 Lindell Blvd.
Long Beach, NY 11561
516-897-2198

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-3

Year program began:
1990

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
70% White; 20% Hispanic; 4% Black; 6% Other

Program size: (each school)

Grade level	# of Classes	Class size
Pre-K	4	24
K	4	26
1	2	26
2	2	25
3	2	25

Criteria for selecting and accepting students:***Spanish speakers:***

LAB scores which indicate students would benefit from a bilingual enrichment model

English speakers:

Parent request

Funding sources:

District funds; New York State Categorical Two-Way funds

Recruitment procedures:
Parent orientation

Program materials available to others:

- Video
- Parent Handbook: *Spanish as a Second Language Reading Units For Second Grade*

Program objectives:

- To develop the biculturalism and bilingualism of both language groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K 50%
K-3 50%

Method of separating languages for instruction:

By alternate days and by subject—for one portion of the day, students receive instruction in their native language. In the other portion of the day, they receive instruction in the second language on alternate days.

Languages used for content area subjects and electives:

K-3—Spanish and English instruction:
Social Studies, Science, Language Arts, Math

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

60%

Additional program staff:

- 1 full time resource teacher
- 4 full time bilingual aides

Curriculum/materials development:

Teachers and a resource teacher plan units in social studies, language arts, and cultural activities.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Procedures/Instruments

LAB

LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and language classes
- Newsletters, cultural activities, and Spanish and English as a Second Language for Parents classes

Community responses to the program:

- Very supportive

School Board's view of the program:

- Extremely supportive and pleased

Advice to start-up programs:

- Intensive staff development
- Disseminate information to the parents
- Explain the program goals to the staff
- Have materials available for use in the classrooms
- Establish good top-down administrative relationships

Most important features of the program:

- Our humanistic viewpoint is the most important factor
- All participants want to share and work together
- There is a common goal to have bicultural, bilingual students

**Mt. Vernon Public Schools
Mt. Vernon, New York**

Bilingual Developmental Program

School:

Hamilton Elementary School
20 Oak Street
Mt. Vernon, NY 10550
914-665-5050

Contact person:

Demetra Nicolau Keane, Program Director
165 North Columbus Avenue
Mt. Vernon, NY 10553
914-665-5222

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-6

Year program began:

1991

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	28
1	1	31
2	1	32
3	1	31
4	1	20
5	1	32
6	1	27

Ethnic/racial breakdown of school:

40.09% Hispanic; 39.41% Black; 15.72% White;
4.78% Asian; 1% American Indian

Criteria for selecting and accepting students:***Spanish speakers:***

Students who score below 40% on a nationally normed test

English speakers:

Students who score above 40% on a nationally normed test

Funding sources:

Title VII DBE Grant; local tax levy

Other non-native English speakers in the program:

Arabic

Recruitment procedures:

Parental request

Program objectives:

- To achieve functional bilingualism for program participants (both LEP and EP students) over a period of six years

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K-6 50%

EP students:

K-6 50%

Method of separating languages for instruction:

Language Arts and Math are taught in Spanish. Linguistic summaries are provided in the target language for Social Studies and Science.

Languages used for content area subjects and electives:

K-6—Spanish instruction:

Language Arts, Math, SSL, Music, Art, P.E.

K-6—English instruction:

Language Arts, Social Studies, Science, ESL, Music, Art, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish for the first year. The second language is added year two.

English speakers:

English for the first year. The second language is added year two.

Instructional grouping:

Students are grouped by language dominance.

Students are separated for Language Arts.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 1 part time resource teacher
- 6 full time bilingual aides
- 7 full time teachers

Computer use:

All students receive hands-on computer literacy in Spanish and English.

Curriculum/materials development:

Teachers and program staff have developed an integrated curriculum for kindergarten and first grade.

PROGRAM EVALUATION

Evaluator:

Dr. Gregg Holtz
86 Grandview Avenue
Rye, NY 19580
914-967-0775

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

SABE

LAB, Stanford

Report cards, SABE

Report cards, Stanford, state proficiency tests

Attendance, anecdotal records, PEP

Parental involvement, attendance; teacher training, involvement, and attendance

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent Councils, school visits, and classroom assistance
- Training of parents by parents
- Parental leadership training where parents train parents

Community responses to the program:

- Very positive

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Start with a Board of Education policy on future commitment

Most important features of the program:

- Staff dedication
- Administrative support
- Parental support

**Newburgh Enlarged City School District
New Windsor, New York**

Two-Way Bilingual Program

Schools:

Temple Hill Academy
525 Union Avenue
New Windsor, NY 12553
914-563-7700

Contact persons:

Carole Mineo
Director of Foreign Language, Bilingual Education
and ESL Services
Newburgh Free Academy
201 Fullerton Avenue
Newburgh, NY 12550
914-563-7566

Nancy Cruz-Colon
Temple Hill Academy
525 Union Avenue
New Windsor, NY 12553
914-563-7700

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
41.9% White; 34.6% Hispanic; 22.5% Black; 1%
Other

Program size:

Grade level	# of classes	Class size
K	2	25
1	2	25
2	2	25

Criteria for selecting and accepting students:

Spanish speakers:
BINL; parental input

English speakers:
BINL; parental input

Funding sources:
Title VII DBE; state (two-way); local

Program materials available to others:
None

Recruitment procedures:
Parent meetings

Program Objectives:

- To promote bilingualism for LEP and EP students
- To provide educational equality and excellence to program students
- To teach state and local curriculum in both languages
- To ensure that program students are tested in a fair and unbiased manner
- To increase and enhance understanding in multicultural and multilingual schools and communities
- To increase participation of parents in school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

K	80%
1	70%
2	60%

**Method of separating languages
for instruction:**

By subject and teacher

**Languages used for content area subjects
and electives:**

K-2—Spanish instruction:

Language Arts, Social Studies, Music

K-2—English instruction:

ESL, Math, Art, Science

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated for 1-2 hours daily and separated for Reading, Language Arts, Science, Social Studies and Math.

**Percent of program teachers
proficient in both languages:**

50%

**Percent of program staff
proficient in both languages:**

100%

Additional program staff:

•2 full time bilingual aides

•1 full time coordinator

Computer use:

In Spanish and English

Curriculum/materials development:

None

PROGRAM EVALUATION

Evaluator:

Dr. Gregory Holtz
86 Granview Avenue
Rye, NY 10580
914-422-4298

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency

BINL

English language proficiency

BINL

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils
- School visitations
- Classroom assistance
- Parent language classes

Community responses to the program:

- Very positive

School Board's view of the program:

- Positive

Advice to start-up programs:

- Organize your time and paperwork
- Provide pre-service training for teachers, aides, and parents
- Choose an energetic and organized coordinator

Most important feature of the program:

- Teacher attitudes and parental support

320

**Community School District 8
Bronx, New York**

CAPTAR (Computer Assisted Parental Training Through Arts Realization)

Schools:

PS #60
888 Reverend James A. Polite Avenue
Bronx, NY 10459
212-822-5104

PS #62
660 Fox Street
Bronx, NY 10455
212-822-5093

PS #75
984 Faile Street
Bronx, NY 10459
212-822-5008

Contact persons:

Florence Velazquez
Two-Way Bilingual Coordinator
District 8 Office, Bilingual Unit
650 White Plains Road
Bronx, NY 10473
212-409-8115

Christiane Quinnis
ESL Coordinator
District 8 Office, Bilingual Unit
650 White Plains Road
Bronx, NY 10473
212-409-8115

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1989

Program size:

Grade level	# of Classes	Class size
<i>PS #60:</i>		
K	2	22 (EP) 20 (LEP)
1	2	20 (EP) 13 (LEP)
2	2	28 (EP) 20 (LEP)
<i>PS #62:</i>		
K	2	22 (EP) 22 (LEP)
1	2	23 (EP) 27 (LEP)
2	2	29 (EP) 22 (LEP)
<i>PS #75:</i>		
K	2	21 (EP) 20 (LEP)
1	2	24 (EP) 16 (LEP)
2	2	24 (EP) 28 (LEP)

Ethnic/racial breakdown of schools:

PS #60: 88% Hispanic; 12% Black

PS #62: 86% Hispanic; 14% Black

PS #75: 77% Hispanic; 23% Black

Criteria for selecting and accepting students:***Spanish speakers:***

Students who score below 40% on the LAB test

English speakers:

Students who score above 40% on the LAB test

Funding sources:

New York State Two-Way Bilingual Categorical Program

Based on information provided in 1992. Updated information not available.

Program objectives:

- For students to become proficient in a second language in the four skill areas of listening, speaking, reading, and writing through instruction in the second language in the content areas of Science, Math, and Social Studies
- For students to develop multicultural awareness
- For students to become computer literate
- To have parents become aware of the importance of two languages
- To develop career awareness for both parents and students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

- K: One period of second language instruction for both groups daily
1: Two periods of second language instruction for both groups daily
2: Three periods of second language instruction for both groups daily

Method of separating languages for instruction:

By teacher: The monolingual teacher provides native language instruction to English speakers. These students then go to the bilingual education class with the bilingual teacher for Spanish. The bilingual teacher provides native language instruction to Spanish speakers. These students then go to the English monolingual class with the monolingual teacher for English.

Language of initial reading instruction:

Spanish speakers:

Spanish with a little in English

English speakers:

English with a little in Spanish

Instructional grouping:

Students are integrated for Music, Drama, trips, and performances, but they are separated for content instruction.

Percent of program teachers proficient in both languages:
66%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 1 full time ESL coordinator
- 1 full time bilingual education coordinator
- 1 part time bilingual computer specialist

Computer use:

Each kindergarten and first grade classroom is equipped with one Apple computer. Students work at computer learning centers on a daily basis. Computer work is geared toward developing both languages.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

Teacher evaluation

Academic achievement in English

Teacher evaluation

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- Parent volunteers
- Workshops for parents

Community responses to the program:

- Supportive
- Some of the other schools are becoming interested in the program

School Board's view of the program:

- Supportive

Advice to start-up programs:

- Begin with kindergarten so that continuation is possible
- Introduce periods of second language instruction at a slower pace for English students

Most important features of the program:

- Team teaching approach
- Parental involvement
- Staff development
- Multicultural program

**Community School District 9
Bronx, New York**

Two-Way Bilingual Program

School:

CES #88x
1340 Sheridan Ave
Bronx, NY 10456
212-538-8152

Contact persons:

Ilba Flores, Coordinator
CES #4x
1701 Fulton Avenue
Bronx, NY 10456
212-716-5502

Mildred Acevedo
Director of Bilingual Programs for District 9
1377 Jerome Avenue
Bronx, NY 10452
212-681-5000

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1989

Grade level increases planned:
The program will expand one grade level per year.

Ethnic/racial breakdown of school:
70% Hispanic; 30% Black

Program size:

Grade level	# of Classes	Class size
K	2	30
1	2	30
2	2	30

Criteria for selecting and accepting students:

Spanish speakers:

English LAB scores

English speakers:

Spanish LAB scores

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Education

Recruitment procedures:

The program is offered in schools where principals and teachers agree to implement it. There is no recruitment of students as such. If the population is there and the school personnel agrees to do it, the program is offered.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop students' mastery of bilingual language and literacy skills in Spanish and English
- To teach subject matter in first and second language
- To work with parents to increase their awareness and involvement with bilingual and bicultural education
- To provide staff development in bilingual and bicultural education

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

K-2 50%

**Method of separating languages
for instruction:**

By teacher

**Languages used for content area subjects
and electives:**

K-2—Spanish instruction:

Social Studies, Science

K—English instruction:

Social Studies, Math, Science, P.E., Art

1-2—English instruction:

Social Studies, Math, Science, P.E.

Instructional grouping:

Students are integrated during content instruction.

**Percent of program teachers
proficient in both languages:**

50%

**Percent of program staff
proficient in both languages:**

50%

Curriculum/materials development:

Program teachers have developed curricula which is a compilation of lesson plans used in the program.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Procedures/Instruments

Test scores, LAB

Test scores, LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits and language classes
- Workshops, trips, special activities

Community responses to the program:

- Parents like the program and want it to be expanded to include all grades in the school

School Board's view of the program:

- The School Board is in favor of expanding the bilingual program throughout the district and fully supports the implementation of the program

Advice to start-up programs:

- If you believe in the program's philosophy and you impart that which you believe works, teachers and parents will be a lot more receptive to the implementation of this program

Most important feature of the program:

- Teacher commitment and cooperation

**Community School District 10
Bronx, New York**

CONNECT

School:

PS #9

East 183rd Street and Ryer Avenue

Bronx, NY 10458

718-584-3250

Contact person:

Patricia Herbert, Director

Bilingual Programs

Community School District 10

One Fordham Plaza

Bronx, NY 10458

718-584-7801

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

1-3

Year program began:

1991

Grade level increases planned:

One grade level per year to grade 5

Ethnic/racial breakdown of school:

80% Hispanic; 15% Black; 5% Other

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
1	2	24
2	2	24
3	2	24

Criteria for selecting and accepting students:

English LAB for EP component class

Funding sources:

Title VII DBE Grant

Recruitment procedures:

Voluntary—children take home information for parents

Program objectives:

- Develop language acquisition for English proficient and limited English proficient students
- Demonstrate gains in academic content area achievement
- Improve self-concept
- Involve parents in bilingual education
- Provide staff development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Grade 1: Spanish proficient students spend 80% in their native language and 20% in their second language

Grade 2-3: Spanish proficient students spend 70% in their native language and 30% in their second language

Method of separating languages for instruction:

By thematic units and by teacher

Languages used for content area subjects and electives:

Math, Science, and Social Studies are taught in the native language. As concepts are learned, related activities are provided in the second language.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

In grades 1-3, LEP students and EP students are combined and instructed in the second language three times a week during CONNECT time. The language specialist resource teacher instructs the remaining LEP/EP students in the classroom with the official teacher. The other two days, students are serviced by the CONNECT teacher who instructs in the students' second language.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
70%

Additional program staff:

- 1 full time resource teacher
- 2 family workers

Curriculum/materials development:

Lesson plans and reinforcement activities as well as activities for parent workshops will be compiled.

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201
718-935-3790

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Procedures/Instruments

LAB

English proficiency

LAB

Self-esteem/competence

Pearce-Harris Self-Concept Scale, project-developed checklist

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, classroom assistance, and language classes
- Trips
- Workshops
- Special events

Community responses to the program:

- Parents are pleased with the program and are active in the PTA

School Board's view of the program:

- Very favorable

Advice to start-up programs:

- Hire carefully to get the best staff
- Look at personnel to see how receptive they are to dual language instruction and their attitudes toward it
- Review and evaluate instructional materials (include school administrators and teachers)

Most important features of the program:

- Teachers' attitudes and enthusiasm for the program
- Parents' strong encouragement, support, and participation

**Community School District 11
Bronx, New York**

Two-Way Bilingual Program

School:

The Parkchester School, PS #106x
2120 St. Raymond Avenue
Bronx, New York 10462
718-892-1006

The Parkway School, PS #103x
4125 Carpenter Avenue
Bronx, New York 10467
718-655-0261

Contact persons:

Mrs. Milagros Efre-Lopez, Coordinator
District Office #11
1250 Arnou Avenue
Bronx, NY 10469
212-519-2641

Mr. Jose Olavarria
Director of Second Language Programs
1250 Arnou Avenue
Bronx, NY 10469
212-519-2641

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1989

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	28
1	2	30
2	2	27

Ethnic/racial breakdown of school:
44% Hispanic; 41.8% Black; 5.1% White;
8.7% Asian; <1% American Indian

Funding sources:

New York State Department of Education, Division
of Bilingual Education, Two-Way Categorical
Funds

Criteria for selecting and accepting students:***Spanish speakers:***

Students who score below 40% on the LAB test

English speakers:

Principal's discretion, parental interest

Program materials available to others:

•Program overview in English and Spanish

Recruitment procedures:

- Parental request
- LAB scores
- Home language surveys
- Principal's grouping practices

Program objectives:

- To provide an instructional program in English and Spanish for English-dominant and Spanish-dominant students
- To increase gains in second language learning
- To provide staff development, parent participation programs, and a multicultural component

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K,1 50%
2 30%

Method of separating languages for instruction:

By teacher and by subject

Languages used for content area subjects and electives:

1-3—Spanish instruction:

Math, Reading, Science, Social Studies

1-3—English instruction:

Math, Reading, Science, Social Studies, P.E., Library

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by language and by instructional level. Students are separated for content instruction for Math and Reading.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 2 full time resource teachers
- 1 full time coordinator

Curriculum/materials development:

The two-way teachers have developed a Bilingual Lesson Plan Book.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises, Inc.
230 E. 18th Street (1F)
New York, NY 10003
212-260-0319

3.11

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Procedures/Instruments

LAB

English proficiency

LAB

Academic achievement in Spanish

LAB

Academic achievement in English

LAB

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visits, classroom assistance, and language classes
- Parent workshops once a month

Community responses to the program:

- Favorable
- Parents are interested in the Parent Education Program and recruit friends from the community

School Board's view of the program:

- Favorable
- They are implementing more two-way bilingual programs

Advice to start-up programs:

- Thorough planning is a prerequisite for success
- Strong administrative support

Most important features of the program:

- The staff is knowledgeable, enthusiastic, and very excited about the ongoing projects
- The parent program is highly exciting
- Aside from teaching parents in the areas of English, Spanish, and Mathematics, the program staff also involves them in trips and school-wide presentations

**Community School District 15
Brooklyn, New York**

Two-Way Bilingual Program

School:

PS #1
309 47th Street
Brooklyn, NY 11220
718-330-9270

Contact persons:

Eliezer Parrilla, Director of Bilingual Programs
Community School District 15
360 Smith Street
Brooklyn, NY 11231
718-330-9349

María C. Balducci, Bilingual Coordinator
PS #1
309 47th Street
Brooklyn, NY 11220
718-330-9270

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-5

Year program began:

1985

Grade level increases planned:

The program began in 1985 and expanded vertically at the rate of one grade level per successive year. Presently the program encompasses grades K-5.

Ethnic/racial breakdown of school:

91.5% Hispanic; 3.9% Black; 2.6% White;
2% Asian

Program size:

Grade level	# of Classes	Class size
K	3	26
1	3	28
2	2	28
2/3	1	20
3	2	26
4/5	3	25
5	1	22

Criteria for selecting and accepting students:**Spanish speakers:**

Students who score below 40% on the LAB test

English speakers:

Teacher recommendation and LAB test scores

Recruitment procedures:

The student selection process is achieved in three ways: Language Assessment Battery results, parental option, and teacher recommendation.

Funding sources:

Originally the program was state funded. Presently, it is funded through tax levy funds.

Program materials available to others:

•Video

Program objectives:

- To develop a high proficiency in English for LEP students while at the same time maintaining and continuing to develop cognitive academic skills in their native language
- To prepare LEP students to develop a level of English proficiency that will allow them to successfully learn math, social studies, science, etc., in English
- To develop a high proficiency in the second language for EP students while at the same time developing cognitive academic skills in English
- To prepare EP students to develop a level of proficiency in Spanish that will allow them to successfully learn math, social studies, and science, etc. in the second language
- To develop an understanding, appreciation, and knowledge of all the participants' cultures as well as all cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	90%
1	80%
2	70%
3	60%
4	50%
5	40%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Social Studies, Math, Science, Culture, P.E.

K—English instruction:

Social Studies, Math, Oral Language Development

1—English instruction:

Social Studies, Science

2—English instruction:

Social Studies, Math, Science

3—English instruction:

Social Studies, Math, Science, P.E.

4-5—Spanish instruction:

Social Studies, Math, Science/Health, Culture, P.E.

4-5—English instruction:

Social Studies, Math, Science/Health, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

The children are grouped for English and Spanish reading and for Math according to ability within their own classroom setting.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time resource teacher
- 3 full time paraprofessionals
- 4 full time bilingual pupil services assistants

310

PROGRAM EVALUATION

Evaluator:

Metis Associates, Inc.
 80 Broad Street, Suite 1600
 New York, NY 10004-2209
 212-425-8833

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Procedures/Instruments

LAB

LAB

ELE Test

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- Parents are invited to a PTA conference at the beginning of the school year where the program's objectives and goals are explained
- Parents are invited to participate in all classroom activities, to become school volunteers and to enroll in the ESL/GED Parent Program

Community responses to the program:

- The immediate community and parents have demonstrated a very positive response

School Board's view of the program:

- The School Board has established a bilingual policy

Most important features of the program:

- This year we began to incorporate bridge classes into the program. We have one 2/3 and three 4/5 bridge classes. The students are encouraged to become facilitators and role models for each other in a cooperative learning environment where they function in two languages.

**Community School District 16
Brooklyn, New York**

Project Unity

School:

PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

Contact persons:

Nilda L. Ortiz
Two-Way Bilingual Program Director
PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

Robert Flores
Principal
PS #304
280 Hart Street
Brooklyn, NY 11206
718-574-2378

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
3-5

Year program began:
1991

Program size:

Grade level	# of Classes	Class size
3	2	30
4	2	30
5	2	30

Ethnic/racial breakdown of school:
49% Black; 51% Hispanic

Criteria for selecting and accepting students:**Spanish speakers:**

Students who score below 40% on the LAB exam

English speakers:

Students who score above 90% on the LAB exam

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Funds

Program materials available to others:

- Teacher-made materials
- Parent workshop hand-outs

Recruitment procedures:

Orientation meetings and parent consent

Program objectives:

- To provide bilingualism for Hispanic and non-Hispanic students
- To provide an equal education for the students in the program
- To teach the state and local required curriculum in English and Spanish to students
- To have a better understanding of multiculturalism and multilingualism in the school and the community
- To increase parent involvement in school activities
- To develop positive personal and inter-group relationships
- To promote integration in the community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
3-5 50%

**Method of separating languages
for instruction:**
By teacher

**Languages used for content area subjects
and electives:**
3-5—Spanish instruction:
All subjects
3-5—English instruction:
All subjects

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated for content instruction,
except for Language Arts.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•1 full time resource specialist
•2 full time bilingual aides
•1 full time director
•1 part time consultant

Computer use:
The program uses computers to teach ESL and SSL
to the parents.

PROGRAM EVALUATION

Evaluator:
Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

346

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Procedures/Instruments

Language survey, LAB

Language survey, LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits, classroom assistance, and language classes
- The program provides English and Spanish classes for the parents twice a week and parent workshops twice a month
- Trips for parents

Community responses to the program:

- Overwhelming enthusiasm
- Other schools in the district are interested in having the program next year. They visited our school and liked the program
- The program is known by the Community School Board members who have visited the school

School Board's view of the program:

- Very excited because it is the only two-way program in the district
- The School Board likes the idea of getting the parents involved
- The School Board wants other schools to write a proposal for the year 1992

Advice to start-up programs:

- Be very positive and eager to work because there are a lot of beautiful things that can be done with the children, the teachers, and the parents

Most important features of the program:

- Parent involvement
- Hard work from program teachers, the resource teacher, and paraprofessionals
- Enthusiasm of the Program Director

**Community School District 19
Brooklyn, New York**

Project GLEAM

School:

PS #13
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-498-3717

Contact persons:

Frances Camacho, Coordinator
Bilingual Programs
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

Maria Reinertsen, Coordinator
Two-Way Bilingual Program
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1988

Ethnic/racial breakdown of school:
48% Hispanic; 51% Black; 1% Other

Criteria for selecting and accepting students:

Spanish speakers:

Students who score at or below 40% on the LAB exam

English speakers:

Students must score above 40% on the LAB exam

Recruitment procedures:

Students are recruited from the existing pre-kindergarten program.

Grade level(s) of the program:
K-2

Program size:

Grade level	# of Classes	Class size
K	2	28 (average)
1	2	25 (average)
2	2	29 (average)

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:

- Video on one of the projects
- Parent and teacher program information packet

Program objectives:

- To promote bilingualism for limited English proficient and English proficient students
- To provide equity and excellence to program students
- To teach state and local required curricula in English and Spanish to students
- To ensure that the program students are tested in a fair and unbiased manner
- To increase understanding in multicultural and multilingual schools and communities
- To increase participation of parents in school activities

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	80%
1	75%
2	70%

EP students:

K	20%
1	25%
2	30%

Method of separating languages for instruction:

By teacher—students receive content area instruction from the native language teacher and the second language teacher.

Languages used for content area subjects and electives:

K (LEP)—Spanish instruction:

Native Language Arts

1-2 (LEP)—Spanish instruction:

Reading, Math, Social Studies, Science

1-2 (EP)—Spanish instruction:

At least 15% of SSL instruction is given in content area

K (EP)—English instruction:

Native Language Arts

1-2 (EP)—English instruction:

Reading, Math, Social Studies, Science

1-2 (LEP)—English instruction:

At least 15% of ESL instruction is given in content area

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped according to language dominance. LEP and EP students are integrated for culminating unit activities in all subject areas. These activities may include assembly programs, trips, and music activities.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

66%

Additional program staff:

- 2 full time bilingual aides
- 1 full time (English) monolingual aide

Computer use:

Children participate in the Writing to Read Program and its Spanish counterpart, VALE.

Curriculum/materials development:

All program components are required to follow New York State and New York City Bilingual Core Curriculum Essential Learning Outcomes in the major subject areas. Syllabus for second language learning adheres to NYS Checkpoint A: Spanish.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Academic achievement in Spanish

Procedures/Instruments

LAB

LAB

SABE

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and language classes
- The program has an extensive parental component
- Parents participate in classroom activities and in second language classes
- Workshops in parenting skills are also offered

Community responses to the program:

- This program is viewed as a very positive part of the district's bilingual program in that it promotes integration of LEP students and increases parent participation

School Board's view of the program:

- This program is viewed city-wide and state-wide as a quality educational program

Advice to start-up programs:

- Starting projects should view alternative models so that they might find the one which is most suitable for their population

Most important feature of the program:

- The emphasis on enrichment rather than the remedial and the involvement of parents

**Community School District 19
Brooklyn, New York**

Project STEPS

School:

IS #302
350 Linwood Street
Brooklyn, NY 11208
718-647-9500

Contact persons:

Maria Reinertsen
Project Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

Frances Camacho
Bilingual/ESL Programs Coordinator
CSD 19 Bilingual Office
557 Pennsylvania Avenue
Brooklyn, NY 11207
718-257-6900 x386

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1993

Ethnic/racial breakdown of school:
62% Hispanic; 38% Other

Criteria for selecting and accepting students:

Spanish speakers:
Students who score below the 40th percentile on the LAB

English speakers:
Students who score above the 41st percentile on the LAB

Recruitment procedures:

- Questionnaires
- Parental permission for students who meet the criteria to participate in the program

Grade level(s) of the program:
7-8

Grade level increases planned:
One grade level per year to grade 6

Program size:

Grade level	# of classes	Class size
7	1	30
8	1	30

Funding sources:

Title VII DBE Grant; New York City Tax Levy Funds

Program materials available to others:
None

Program Objectives:

- To develop high levels of proficiency in the first and second language
- To assist students in developing an overall appreciation of each other's culture -- their differences and similarities
- To provide parents with increased opportunities to interact and participate with school personnel for the betterment of their children's education
- To provide staff with the professional development needed to effectively implement the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
7-8 50%

**Method of separating languages
for instruction:**
By alternate week

**Languages used for content area subjects
and electives:**
7-8—Spanish instruction:
All content areas
7-8—English instruction:
All content areas

Instructional grouping:
LEP and EP students are integrated for all courses
except ESL and SSL instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•1 full time bilingual aides
•1 full time resource teacher

Computer use:
Computer use will be in Spanish and English

Curriculum/materials development:
All two-way programs are mandated to follow
New York State Curriculum.

PROGRAM EVALUATION

Evaluator:
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAB
English language proficiency	LAB
Academic achievement in Spanish	SABE
Academic achievement in English	DRP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent advisory councils and parent language classes (ESL and SSL)
- Daily workshops on parenting skills

Community responses to the program:

- Very good; the community is excited

School Board's view of the program:

- Positive

Advice to start-up programs:

- To maintain continuity at the middle school level, the program should first be implemented at the elementary school so that students can feed into the middle school program

**Community School District 20
Brooklyn, New York**

Two-Way Bilingual Academy

School:

Luis Muñoz Marín, PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

Contact persons:

Ms. Milady Baez, I. A. Principal
Luis Muñoz Marín, PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

Marlene Gonzalez, Prog. am Coordinator
Luis Muñoz Marín, PS #314
330 59th Street
Brooklyn, NY 11220
718-492-0087

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-3

Year program began:
1991-92

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
85.6% Hispanic; 2.8% Black; 2.9 % White;
8.7% Asian/Pacific Islander, American Indian

Program size:

Grade level	# of Classes	Class size
K	4	56
1	4	50
2	2	27
3	2	27

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores below 40% in English; LAB score in their native language of 90% or better; screening for behaviors associated with gifted and talented

English speakers:

An effort is made to recruit students for whom Spanish is a second language and represent the cultural and economic groups in the community; LAB scores in English of 90% or higher; screening for gifted and talented behaviors

Funding sources:

District 20; Vincent Grippo, Superintendent

Recruitment procedures:

The principal, early childhood assistant principal, and the coordinator initiate recruitment during the month of May. The selection process involves a screening done by the coordinator and parents, using a checklist of specific behaviors.

Other non-native English speakers in the program:
Chinese

Program objectives:

- To develop dual language proficiency and academic achievement in all students participating in the program
- To improve the equity and quality of services provided to our LEP population
- To integrate English proficient and limited English proficient students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

<i>L1 (Spanish)</i>		<i>L2 (English)</i>
K	72% (1st sem.)	28%
K	51% (2nd sem.)	49%
1	43%	57%
2	42%	58% [^]
3	30%	70%

EP students:

<i>L1 (English)</i>		<i>L2 (Spanish)</i>
K	69%	31%
1	68%	32%
2	65%	35%
3	60%	40%

Method of separating languages for instruction:

At the kindergarten level children are grouped by language dominance for instruction. Summaries at the end of the lessons are done in the target language. Languages are separated by subject.

Languages used for content area subjects and electives:

K (EP)—Spanish instruction:

P.E., Music, Art

K (EP)—English instruction:

Reading, Math, Science, Social Studies

K (LEP)—Spanish instruction:

Reading, Math, Science, Social Studies

K (LEP)—English instruction:

P.E., Music, Art

1 (EP)—Spanish instruction:

P.E., Music, Art, Science

1 (EP)—English instruction:

Reading, Math, Science, S.S.

1 (LEP)—Spanish instruction:

Reading, Math, Science, S.S.

1 (LEP)—English instruction:

P.E., Music, Art, Science

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

At the Kindergarten and first grade levels children are grouped by language dominance for instruction. As the children move up the grades they are grouped by school records and test scores. Generally the LEP children receive more instruction in English. The EP children receive second language instruction in the content areas such as Science, Math, and Social Studies. All subject areas taught in the second language are summarized in the first language at the end of each lesson.

Percent of program teachers proficient in both languages:

70%

Percent of program staff proficient in both languages:

70%

Additional program staff:

- 2 full time (English) monolingual aides
- 1 full time coordinator
- 2 full time bilingual aides

Curriculum/materials development:

The teachers and coordinator are in the process of developing curricula that focus on an interdisciplinary, hands-on, multicultural approach, utilizing learning centers.

PROGRAM EVALUATION

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

City-wide tests

Academic achievement in English

City-wide tests

Attitudes

Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and language classes (ESL and SSL)
- Parents participate through workshops or techniques for helping children at home
- Cultural exchange between parents which can be taken into the classroom

Community responses to the program:

- Very positive

Advice to start-up programs:

- Make sure the teachers share a good rapport with each other and with the parents of students in the program

Most important feature of the program:

- The development of skills in two languages while integrating English proficient and limited English proficient students

**Community School District 23
Brooklyn, New York**

Two-Way Bilingual Education Program

Schools:

PS #332K
51 Christopher Avenue
Brooklyn, NY 11212
718-495-7805

PS #155K
1355 Herkimer Street
Brooklyn, NY 11233
718-495-7751

Contact persons:

Edward Millman
Director of Curriculum and Instruction
2240 Dean Street, Room 317
Brooklyn, NY 11233
718-495-7725

Jacob Aybar/ Maria Lopez
2240 Dean Street, Room 317
Brooklyn, NY 11233
718-495-7729

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-2

Year program began:
1989

Ethnic/racial breakdown of district:
18% Hispanic; 80% Black; 2% Other

Criteria for selecting and accepting students:

Spanish speakers:

LAB assessment of language skills in both languages, parental consent, recommendation by the ESL teacher and the Two-Way Bilingual Program teacher

English speakers:

Parental consent and proclivity for learning a second language

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
<i>PS #332:</i>		
Pre-K	2	16
K	2	28
1	2	29
<i>PS #155:</i>		
K	2	29
1	2	27
2	2	22

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Based on information provided in 1992. Updated information not available.

Program objectives:

- At least 80% of participating LEP pupils will score an average gain of 10 NCE's in the English speaking subtest on the LAB examination and at least 80% of participating LEP pupils in grade 2 will score an average gain of 10 NCE's in the English reading subtest on the LAB examination
- At least 80% of the Hispanic LEP pupils in grades 1 and 2 will demonstrate a gain of 5 NCE's, as measured by the Spanish reading subtest of the Spanish version of the LAB examination; at least 80% of the Hispanic LEP students in grade 1 will achieve a passing grade in Mathematics, as measured by course evaluation where the primary language of instruction and evaluation is Spanish; and at least 80% of the Hispanic LEP pupils in grades 1 and 2 will achieve a passing grade in Social Studies and Science, as determined by course evaluation where the primary language of instruction and evaluation is Spanish
- At least 80% of EP pupils will demonstrate a mean gain of 10 NCE's, as measured by the Speaking subtest of the Spanish LAB examination, and at least 80% of EP pupils in grade 2 will demonstrate a mean gain of 5 NCE's, as measured by the reading subtest of the Spanish LAB examination
- EP students in grades 1 and 2 will demonstrate a mean gain of 5 NCEs, as measured by the MAT in reading; at least 80% of EP students in grade 1 will achieve a passing grade in Mathematics, as measured by course evaluation; and at least 80% of EP students in grades 1 and 2 will achieve a passing grade in Social Studies and Science, as determined by course evaluation where the primary language of instruction is English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

Pre-K-K	80%
1	70%
2	60%

EP students:

Pre-K-K	20%
1	30%
2	40%

Method of separating languages for instruction:

LEP students and EP students are kept in separate classrooms two-thirds of the time. They work together one-third of the time.

Languages used for content area subjects and electives:

Pre-K—Spanish instruction:

Social Studies, Math, Science, Art, P.E.

Pre-K—English instruction:

Social Studies, Math, Science, Art, P.E.

K—Spanish instruction:

Art, P.E.

K—English instruction:

Social Studies, Math, Science

1—Spanish instruction:

Math

1—English instruction:

Social Studies, Science, Art, P.E.

2—Spanish instruction:

Social Studies, Art

2—English instruction:

Math, Science, P.E.

Instructional grouping:

Students are grouped according to learning abilities and by language dominance for LEP students, Spanish-speaking students, and EP students. Students are separated for two-thirds of the instructional time.

Percent of program teachers proficient in both languages:
60%

Percent of program staff proficient in both languages:
60%

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Additional program staff:

- 1 full time resource teacher
- 4 bilingual aides
- 3 English monolingual aides

Curriculum/materials development:

The resource teacher has developed specific curricula for the two-way program including lesson plans and teacher-made resource materials on language acquisition and multicultural set up.

PROGRAM EVALUATION

Evaluator:

Joseph Pacheco
2240 Dean Street
Brooklyn, NY 11233
718-495-7711

Evaluation components and procedures:

Items under assessment

Spanish proficiency & academic achievement

English proficiency & academic achievement

Self-esteem/competence/attitudes

Reading, Mathematics

Procedures/Instruments

LAB

LAB

Checklist, teacher observation

New York City Reading and Mathematics Test

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits, classroom assistance, and language classes (ESL and SSL)
- Discussion on supporting students at home; orientation meeting for parents; weekly workshops for parents; Parent Association activities

Community responses to the program:

- The community responses to the program have been extremely positive
- A large number of parents have participated in the bicultural activities prepared for the program staff
- Parents have also been participating in the ESL and SSL lessons offered by the program coordinator

School Board's view of the program:

- Members of the School Board have visited our program
- The program has received a lot of feedback, and they hope that the program will continue

Advice to start-up programs:

- Project staff should meet at least once a month for staff development and project coordination purposes
- Project staff should develop a newsletter for project and district parents
- Highly visible cultural activities planned by staff, students, and parents to strengthen project spirit and identity
- Second language acquisition component for EP students must be emphasized

Most important feature of the program:

- The program is the first in New York City to have a full day pre-K two-way bilingual program in collaboration with Superstart, a New York City comprehensive pre-K program

**Community School District 1
New York, New York**

Project EPIC (Early Partial Immersion for Children)

Schools:

PS #19
185 First Avenue
New York, NY 10009
212-533-5340

PS #188
442 East Houston Street
New York, NY 10009
212-677-2686

Contact persons:

Max Tjonj
Community School District 1
Montgomery Street, Room 209
New York, NY 10002
212-602-9715

Aurora García-Tuñón
Community School District 1
Montgomery Street, Room 209
New York, NY 10002
212-602-9719

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1985

Ethnic/racial breakdown of district:
72.9% Hispanic; 15.2% Black; 8.2% Asian;
3% Other

Criteria for selecting and accepting students:

Spanish speakers:

By parental option

English speakers:

By parental option for applicants at kindergarten and first grade; at the upper grade levels, students must have some knowledge of Spanish.

Other non-native English speakers in the program:
Chinese, Tagalog

Recruitment procedures:

Presentations at the neighborhood's day care centers and parent involvement groups; pre-registration flyers; visitation to the program by interested parties

Grade level(s) of the program:
PS #19: K-3; PS #188: K-2

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
<i>PS #19:</i>		
K	1	21
1	1	21
2	1	20
3	1	21
<i>PS #188</i>		
K	2	20
1	2	20
2	2	18

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Program brochures in English and Spanish

Program objectives:

- To promote multicultural understanding and appreciation of classmates from different linguistic and cultural backgrounds while at the same time bringing forth well-rounded, fluent bilingual students eager to continue their quest for educational excellence

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-3 50%

Method of separating languages for instruction:

A separate native speaker and classroom environment for each language

Languages used for content area subjects and electives:

K-1—Spanish instruction:

Math, Science, Enrichment

K-1—English instruction:

Social Studies, Math, P.E., Enrichment

2-3—Spanish instruction:

Social Studies, Math, Enrichment

2-3—English instruction:

Math, Science, P.E., Enrichment

Language of initial reading instruction:

Spanish speaker:

Spanish

English speakers:

English

Instructional grouping:

Students work in heterogeneous cooperative learning groups and are integrated during content instruction.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 1 part time resource teacher
- 1 full time bilingual aide per class
- 1 project coordinator

Computer use:

Computer use in both languages

Curriculum/materials development:

In the process of investigating funding for writing integrated curriculum units and alternate assessment.

PROGRAM EVALUATION

Evaluator:

Metis Associates, Inc.
80 Broad Street, Suite 1600
New York, NY 10004-2209
212-425-8833

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

LAB, DRP

Academic achievement in English

DRP

Mathematics

MAT, PEP

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes
- GED and ESL classes for parents
- Parent Leadership Institute

Community responses to the program:

- Parents of children in the program are very pleased. However, other teachers and parents are envious of resources and materials in the two-way classroom

School Board's view of the program:

- Supports the program

Advice to start-up programs:

- Visit existing programs

Most important features of the program:

- Concerned, enthusiastic teachers and involved parents
- Strong support by the Project Director and the Coordinator

**Community School District 2
New York, New York**

International Academy for Bilingual Education and Bicultural Studies

School:

PS #1—Manhattan
8 Henry Street
New York, NY 10038
212-267-4133

Contact persons:

Dr. Anita Batisi
Director of Funded Programs
333 7th Ave.
New York, NY 10001
212-330-9413

Marguerite Straus
Principal, PS #1
8 Henry Street
New York, NY 10038
212-267-4133

Good Jean Lau
PS #1
8 Henry Street
New York, NY 10038
212-267-4133

BACKGROUND INFORMATION

Languages used in the program:
Chinese/English

Grade level(s) of the program:
Pre-K-3

Year program began:
1990

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
Pre-K	1	16
K	1	30
1	1	25
2	1	26
3	1	29

Ethnic/racial breakdown of school:
70% Chinese; 30% Black

Criteria for selecting and accepting students:
School zone

Funding sources:
Title VII DBE Grant

Recruitment procedures:
•Advertisements in the newspaper
•School advertisement
•Posters
•PTA Meetings

Program objectives:

- Participating LEP students will show improvement in English language skills
- Students in the program will attain dual language proficiency
- Participating students will improve their ability to develop their thinking skills, solve problems, and do creative work
- Participating students will improve their knowledge of and attitudes toward their own culture and other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Chinese is used for instruction:

Pre-K 50%
K-3 30%

Instructional grouping:

Students are grouped for instruction during activity times. Students are integrated during content instruction.

Method of separating languages for instruction:

By subject

Percent of program teachers proficient in both languages:

100%

Languages used for content area subjects and electives:

Pre-K—Chinese instruction:

Language Arts, Music/Movement, Small Group Activities

Pre-K—English instruction:

Language Arts, Music/Movement, Small Group Activities

K-3—Chinese instruction:

Chinese Language Arts, Math, Art, Music/Movement

K-3—English instruction:

English Language Arts, Math, Art, P.E., Music/Movement

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 1 full time resource teacher
- 2 full time bilingual aides
- 1 full time principal school neighborhood worker

Curriculum/materials development:

On-going informal curriculum development

Language of initial reading instruction:

Chinese speakers:

English

English speakers:

English

PROGRAM EVALUATION

Evaluator:

Denise Cantalupe
Office of Research, Evaluation, and Assessment
110 Livingston Street
Brooklyn, NY 11201
718-935-3790

384

Evaluation components and procedures:

Items under assessment

Chinese proficiency

English proficiency

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

Informal oral assessment

LAB

Pre-K checklist, K-3 report card/grades

Checklist

Checklist

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:

- Long waiting list
- Tremendous need for this service in the community

School Board's view of the program:

- Beneficial to the children and the community

Most important features of the program:

- Team work involving all program staff
- Parental involvement
- Regular and intensive staff development
- Administrative support

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #75

School:

PS #75
 735 West End
 New York, NY 10025
 212-866-5400

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Grade level(s) of the program:
 K-5

Year program began:
 1988

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	28
1	1	28
2	1	29
3	1	30
4-5	1	33

Ethnic/racial breakdown of school:
 44% Hispanic; 36% Black; 18% White; 2% Asian

Criteria for selecting and accepting students:

Spanish speakers:

LAB test scores

English speakers

Home language survey

Funding sources:

New York State Department of Education, Division
 of Bilingual Education, Two-Way Bilingual
 Categorical Funds

Recruitment procedures:

- Parental Choice
- LAB Test for LEP students

Program materials available to others:

- Print material
- Brochure

**There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.*

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-5 50%

**Method of separating languages
for instruction:**

By day—all instruction is given one day in English
and one day in Spanish—at the end of two weeks
the ratio is 50/50

**Languages used for content area subjects
and electives:**

K-5—all subjects are taught in English and in
Spanish

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

In some classes, upper grade teachers conduct
whole group instruction. Students are integrated
during content instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 2 full time bilingual aides
- 1 full time language development specialist
- 1 part time staff developer (shared with other
programs)

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Academic achievement in English

Procedures/Instruments

LAB

LAB

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, and classroom assistance
- This school has a very active parent body

Community responses to the program:

- Program is extremely popular
- Cannot accommodate all the parents that apply

School Board's view of the program:

- They view this program as an "elite" bilingual program

Advice to start-up programs:

- Provide intensive staff development prior to starting
- Stress goals

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #84

School:

PS #84
 32 West 92nd Street
 New York, NY 10025
 212-678-2824

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Grade level(s) of the program:
 K-6

Year program began:
 1985

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	27
1/2	4	27
3/4	3	26
5/6	2	32

Ethnic/racial breakdown of school:
 50% Hispanic; 40% Black; 10% White

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores

English speakers:

Home language survey

Funding sources:
 Title VII DBE Grant

Program materials available to others:

- Video
- Brochure and print material

Recruitment procedures:

- Parental choice
- LAB Scores

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-6 50%

Method of separating languages for instruction:

By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50/50

Languages used for content area subjects and electives:

K-6—all subjects are taught in English and in Spanish

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by ability but mixed linguistically and are integrated during content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 3 full time bilingual aides
- 1 full time language development specialist
- 1 part time staff developer (shared with other programs)

Computer use:

Computer use in the upper grades

Curriculum/materials development:
Teachers have developed curricula.

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Spanish proficiency

LAB

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Councils, school visits, classroom assistance, and language classes

Community responses to the program:

- Program is very popular
- Cannot accommodate all requests

School Board's view of the program:

- The School Board thinks the program is outstanding

Advice to start-up programs:

- Provide intensive staff development prior to starting
- Clear linguistic goals
- Support for teachers

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #87

School:

PS #87
 160 West 78th Street
 New York, NY 10024
 212-678-2826

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Grade level(s) of the program:
 K-4

Year program began:
 1988

Grade level increases planned:
 1992-93: K-5

Ethnic/racial breakdown of school:
 68% White; 20% Black; 12% Hispanic

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	28
1	1	28
2	1	29
3/4	1	25

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores

English speakers:

Home language survey

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Recruitment procedures:

- Parental choice
- LAB Test for LEP students

Program materials available to others:

- Print material

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-4 50%

**Method of separating languages
for instruction:**

By day—all instruction is given one day in English
and one day in Spanish—at the end of two weeks
the ratio is 50/50

**Languages used for content area subjects
and electives:**

K-4—all subjects are taught in English and in
Spanish

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

All instruction is individualized. Groups are
formed by ability level but are mixed linguistically,
except for reading. Students are integrated during
content instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 full time bilingual aide
- 1 part time staff developer (shared with other
programs)

Curriculum/materials development:

Teachers have developed curricula and games to
develop language skills.

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Procedures/Instruments

LAB

English proficiency

LAB

Academic achievement in English

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance, and language classes
- This school has a very active parent body

Community responses to the program:

- This is one of the most sought-after programs in the district
- There are long waiting lists for kindergarten

School Board's view of the program:

- The School Board views this as one of the best programs in the city

Advice to start-up programs:

- Provide intensive staff development prior to starting
- Start staff development very early, long before program implementation.

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #144

School:

PS #144
 134 West 122nd Street
 New York, NY 10027
 212-6478-2908

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Year program began:
 1991

Ethnic/racial breakdown of school:
 90% Black; 10% Hispanic

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores

English speakers:

Home language survey

Recruitment procedures:

- Parent choice
- LAB scores

Grade level(s) of the program:
 K-3

Grade level increases planned:
 One grade level per year to grade 4

Program size:

Grade level	# of classes	Class size
K-1	1	22
2-3	1	23

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:

- Brochure

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-3 50%

**Method of separating languages
for instruction:**

By day—all instruction is given one day in English
and one day in Spanish—at the end of two weeks
the ratio is 50/50

**Languages used for content area subjects
and electives:**

K-3—All subjects are taught in English and
Spanish

Instructional grouping:

All instruction is individualized. Groups are
formed by ability level but are mixed linguistically,
except for reading. Students are integrated for
content instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

This program has not been evaluated as of yet.

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits, classroom assistance, and language classes
- The parent involvement component is just beginning to develop

Community responses to the program:

- Tremendous support

School Board's view of the program:

- Supportive; they view this program as an "elite" bilingual program

Advice to start-up programs:

- Provide intensive staff development prior to starting

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #165

School:

PS #165
 234 West 109th Street
 New York, NY 10025
 212-678-2873

Contact person:

Ruth Swinney
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Year program began:
 1988

Ethnic/racial breakdown of school:
 98% Hispanic

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores

English speakers:

Home language surveys

Recruitment procedures:

- Parental choice
- LAB scores

Grade level(s) of the program:
 K-4

Grade level increases planned:
 One grade level per year to grade 5

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	22
1	2	22
2	1	24
3-4	1	28

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Program materials available to others:

- Brochure

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-4 50%

Method of separating languages for instruction:

By day—all instruction is given one day in English and one day in Spanish—at the end of two weeks the ratio is 50/50

Languages used for content area subjects and electives:
K-4—all subjects are taught in English and Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:

All instruction is individualized. Groups are formed by ability level but are mixed linguistically, except for reading. Students are integrated for content instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
100%

Additional program staff:

- 2 full time resource teachers
- 1 paraprofessional for kindergarten and first grade

PROGRAM EVALUATION

Evaluator:

New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Procedures/Instruments

LAB, SABE

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits and classroom assistance

Community responses to the program:

- Supportive—it is a popular program

School Board's view of the program:

- They view this program as an "elite" bilingual program

Advice to start-up programs:

- Provide intensive staff development prior to starting

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Program—PS #191

School:

PS #191
 210 West 61st Street
 New York, NY 10023
 212-678-2810

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Grade level(s) of the program:
 K-3

Year program began:
 1989

Grade level increases planned:
 One grade level per year to grade 5

Ethnic/racial breakdown of school:
 99% Black/Hispanic

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	1	22
1	1	22
2	1	27
3	1	28

Criteria for selecting and accepting students:

- LAB scores
- Parent choice

Funding sources:

New York State Department of Education, Division of Bilingual Education, Two-Way Bilingual Categorical Funds

Recruitment procedures:

- Parent choice
- Language survey

Program materials available to others:

- Brochure

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-3 50%

**Method of separating languages
for instruction:**
By day—all instruction is given one day in English
and one day in Spanish—at the end of two weeks
the ratio is 50/50

**Languages used for content area subjects
and electives:**
K-3—all subjects are taught in English and in
Spanish

Language of initial reading instruction:
Spanish speakers:
Spanish
English speakers:
English

Instructional grouping:
Students are integrated during content instruction
and receive individualized instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:
•1 part time resource teacher
•1 full time bilingual aide
•1 part time staff developer

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Spanish proficiency

LAB, SABE

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Language classes

Community responses to the program:

- Supportive—it is a popular program

School Board's view of the program:

- They view this program as an "elite" bilingual program

Advice to start-up programs:

- Provide intensive staff development prior to starting

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

Community School District 3 Dual Language Program*
New York, New York

Dual Language Middle School

School:

Dual Language Middle School
 32 West 92nd Street
 New York, NY 10025
 212-678-2977

Contact person:

Susan Serrano
 Director, Multicultural/Multilingual Office, District 3
 300 West 96th Street
 New York, NY 10025
 212-678-2938

BACKGROUND INFORMATION

Languages used in the program:
 Spanish/English

Grade level(s) of the program:
 6-8

Year program began:
 1990

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
6	1	29
7	1	30
8	2	30

Ethnic/racial breakdown of school:
 60% Hispanic; 40% others

Criteria for selecting and accepting students:

Spanish speakers:

LAB test scores.

English speakers:

Parent choice

Funding sources:
 Title VII DBE Grant

Program materials available to others:
 •Brochure

Recruitment procedures:

This is an alternative school; students apply

*There are seven schools that have two-way (developmental) bilingual education programs in District 3. Each school has a separate entry.

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop communicative fluency in Spanish and English through an enriched curriculum in all subject areas
- To develop greater understanding and appreciation of cultural and linguistic diversity
- To promote academic achievement commensurate with the child's ability and grade level
- To develop literacy in Spanish and English

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
6-8 35%

Method of separating languages for instruction:
By thematic units, subject, and trimester

Languages used for content area subjects and electives:
All students get two trimesters of Science, Social Studies, Literature, and Language Arts in English, and one trimester of these courses in Spanish.

Instructional grouping:
Students are grouped for instruction by theme and are integrated during content instruction.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
90%

Additional program staff:
•1 part time guidance counselor

Computer use:
Computer use in both languages

PROGRAM EVALUATION

Evaluator:
New York City Board of Education
Office of Research, Evaluation, and Assessment
110 Livingston
Brooklyn, NY 11201

Evaluation components and procedures:

Items under assessment
Spanish proficiency

Procedures/Instruments
LAB

English proficiency

LAB

Academic achievement in Spanish

SABE

Academic achievement in English

New York City Reading and Math Tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits, classroom assistance, and language classes

Community responses to the program:

- Supportive

School Board's view of the program:

- They consider it an "elite" program

Advice to start-up programs:

- Provide intensive staff development prior to starting

Most important features of the program:

- The focus is on the development of literacy in two languages—the program is designed to develop bilingualism and biliteracy
- There is a strong literature component which is aimed to connect students with Hispanic literacy and cultural heritage

**Community School District 4
New York, New York**

Two-Way Bilingual Program

Schools:

PS #7—Bilingual Bicultural Arts School
160 East 120th Street
New York, NY 10035
212-860-8931

PS #112—Bilingual Center
535 East 119th Street
New York, NY 10029
212-860-5868

Contact persons:

Alejandrina Nina Hendrick
Coordinator of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212-860-5987

Dorothy Petrilak
Director of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212-860-8924

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1992

Program size:

Grade level	# of classes	Class size
PS #7		
K-2	2	25
PS #112		
K-2	2	25

Ethnic/racial breakdown of school:
50% Hispanic; 50% Black

Criteria for selecting and accepting students:**Spanish speakers:**

Students who score below the 40th percentile on the English LAB take the Spanish LAB. If their Spanish score is higher than the English score they are eligible to participate in the program. If the number of eligible students is greater than 25, students with the highest Spanish LAB scores are given priority. The remaining students are placed on a waiting list and enroll in the regular bilingual program.

English speakers:

Parental option. English LAB scores—the 25 highest scoring students are selected for the program. Other students are placed on a waiting list.

Funding sources:

New York State Education Department Two-Way Bilingual Grant

Program materials available to others:

- Brochures
- Videos
- Monthly calendars

Recruitment procedures:

- Parental options
- LAB
- Teacher recommendation

Program Objectives:

- To enhance the cultural and linguistic strengths that both LEP and EP children bring with them into the classroom
- To provide a learning environment that foster.. fluency in Spanish and English and promotes increased communication

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

K	75%
1	60%
2	40%

EP students:

K	25%
1	50%
2	50%

Method of separating languages for instruction:

Team-teaching

Languages used for content area subjects and electives:

K—Spanish instruction:

Reading, Math, Social Studies, Science, Art, Music, Listening Skills, Movement, SSL for English speakers, Storytelling

K—English instruction:

Reading, Math, Social Studies, Science, Language Arts, Listening Skills, Movement, ESL for Spanish speakers, Storytelling

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Teachers use whole and small group instruction. Students from both language groups are integrated for instruction in the afternoon. EP and LEP students are paired in "pen pal" groups where student pairs alternate between 'teacher' and 'learner' roles. They work in pairs while using the computers to learn the second language.

Percent of program teachers proficient in both languages:

75%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 8 full time bilingual aides
- 1 full time resource teacher
- 1 family assistant

Computer use:

PS #112 was given a grant which would provide computers in the classroom with software on English language acquisition and Spanish language acquisition.

Curriculum/materials development:

Staff members participate in developing materials for the program.

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

LAB

English language proficiency

LAB

Academic achievement in English and Spanish

Teacher evaluation, portfolio assessment

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visitations, classroom assistance, ESL and SSL classes for parents, and workshops
- Parents have become very much involved: they are part of the school volunteer program; they attend bi-weekly workshops and at times present workshops themselves; and they organized a district-wide Puerto Rican Heritage Celebration and a Cinco de Mayo Celebration where over 500 attended

Community responses to the program:

- Program staff are working to involve parents and community members in the program
- Presently the parents are being provided with GED classes and job training

Advice to start-up programs:

- It takes a lot of work and preparation to implement the program and get the parents involved
- It is important to make the staff, parents, and community aware of the benefits of two-way bilingual education and the importance of sharing cultures
- Make sure to provide enough staff development

**Community School District 4
New York, New York**

Ambos - A - Dos

Schools:

PS #83 Bilingual Bicultural Mini School
160 E. 120th Street
New York, NY 10029
212-860-8924

PS #121 Bilingual Learning Center
232 E. 103rd Street
New York, NY 10029
212-860-8924

Contact persons:

Alejandrina Nina Hendrick
Coordinator of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212 860-5987

Dorothy Petrilak
Director of Two-Way Bilingual Program
CSD 4
319 East 117th Street
New York, NY 10035
212 860-8924

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K

Year program began:
1994

Grade level increases planned:
One grade level per year to grade 2.

Ethnic/racial breakdown of school:
50% Hispanic; 45% Black; 4% Other

Program size:

Grade level	# of classes	Class size
K	2	25

Criteria for selecting and accepting students:

Spanish speakers:

Teacher recommendation; LAB testing; area of residence

English speakers:

Teacher recommendation; LAB testing; area of residence

Other non-native English speakers in the program:

Chinese and Haitian Creole

Funding sources:

New York State Education Department Two-Way Bilingual Grant

Program materials available to others:

- Brochure
- Videos
- Presentations on two-way programs
- Photos and children's products on both languages

Recruitment procedures:

Parent orientation meeting; brochures; video presentation and newsletters

Program Objectives:

- To enhance the cultural and linguistic strengths that both LEP and EP children bring with them into the classroom
- To provide a learning environment that fosters fluency in Spanish and English and promotes increased communication
- To integrate technology with second language acquisition
- To involve parents, teachers, and the community in the social and intellectual growth of all students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	25%
1(planned)	30%
2(planned)	50%

Method of separating languages for instruction:

By block of time; by subject; by teacher

Languages used for content area subjects and electives:

K—Spanish instruction:

Social Studies, Science, Art, Music, Snack/Playtime, Reading

K—English instruction:

Math, Communication, Arts, Science, Social Studies

1—Spanish instruction:*

Social Studies, Science, Computers, Reading

1—English instruction:*

Math, Reading, Science, Social Studies, P.E., Media

2—Spanish instruction:*

Science, Social Studies, Computers, Reading and Writing

2—English instruction:*

Math, Social Studies, Science, Computers, P.E., Reading and Writing

***planned**

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

K: Heterogeneous grouping for 45 minutes daily

Percent of program teachers proficient in both languages:

75%

Percent of program staff proficient in both languages:

75%

Additional program staff:

- 10 full time bilingual aides
- 4 full time monolingual (English aides)
- 1 full time resource teacher
- 1 full time family assistant

Computer use:

In English and Spanish: *Jostens Learning Systems*

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

351

Evaluation components and procedures:

Items under assessment

Procedures/Instruments

Spanish language proficiency

LAB

English language proficiency

LAB

Academic achievement in English and Spanish

LAB

Self-esteem/competence

Teacher checklist

Attitudes

Teacher observation

Student academics/language development

Portfolios, videos, tapes

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, classroom assistance and parent language classes

Community responses to the program:

- Very positive; they seem to see the two-way program as the best way to receive bilingual education
- Very responsive in that they are willing to pitch in when needed

School Board's view of the program:

- Very positive; out of the nine board members, three have children in the two-way program and have expressed satisfaction with their children's progress

Advice to start-up programs:

- It is important to make the staff, parents, and community aware of the benefits of two-way bilingual education and to be sure they understand it
- Be sure to plan ahead and get the resources needed before the school year begins
- Two-way bilingual education can be successful if those involved are consistent, always have a focus as to what their goals are, and work together to attain these goals

Most important feature of the program:

- The use of pen pals where LEP and EP students work together for forty-five minutes as teachers and learners of the two languages

**Community School District 5
New York, New York**

Two-Way Bilingual Education Program

Schools:

Don Pedro Albizu Campos
CS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

John H. Finley
CS #129
425 West 130th Street
New York, NY 10027
212-690-5932

Contact persons:

Victoria Manero, Director
CSD 5 Bilingual & Second Language Programs
433 West 123rd Street - Room 132
New York, NY 10027
212-769-7504

Karen Melendez-Hutt, Program Coordinator
CS #161
499 West 133rd Street
New York, NY 10027
212-690-5945

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-2

Year program began:

1992

Grade level increases planned:

One grade level per year.

Ethnic/racial breakdown of district:

23% Hispanic; 76% Black; <1% White/Asian
Pacific Islander/American Indian/Alaskan Native

Program size:

Grade level	# of classes	Class size
K	4	25
1	4	30
2	4	30

Criteria for selecting and accepting students:***Spanish speakers:***

Parent choice with long term commitment; students who score below the 40th percentile on the English LAB; interview with project coordinator and principal; all LEP students are identified in accordance with Part 154 of the Regulations of the NY State Commissioner of Ed.

English speakers:

Parent choice with long term commitment; students who score above the 40th percentile on the English LAB as well as former LEP students; interview with project coordinator and principal; at grades other than K, students must have some Spanish knowledge based on the Spanish LAB

Funding sources:

New York State Education Department Two-Way Bilingual Grant

Program materials available to others:

- Parent flyer
- Student work (in progress)

Recruitment procedures:

- Presentations/advertisement at parent meetings
- Information given at kindergarten registration
- Referrals from other parents
- Meetings between students, parents, and staff

Program Objectives:

- LEP students will demonstrate a mean gain of 10 NCE's in K-2 as measured by the English LAB by the end of the first year
- EP students will demonstrate a mean gain of 10 NCE's in K-2 as measured by the Spanish LAB by the end of the first year

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

<i>LEP students:</i>	90%
<i>EP students:</i>	10%

Method of separating languages for instruction:

By teacher and subject

Languages used for content area subjects and electives:

K-2 (LEP)—Spanish instruction:

Reading, Language Arts, Science, Social Studies, Math, Art, Music, P.E.

K-2 (LEP)—English instruction:

ESL, Art, Music, P.E., linguistic summaries of Math, Social Studies, and Science

K-2 (EP)—Spanish instruction:

SSL, Art, Music, P.E., linguistic summaries of Math, Social Studies, and Science

K-2 (EP)—English instruction:

Reading, Language Arts, Science, Social Studies, Math, Art, Music, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP students are grouped by English language proficiency. LEP and EP students are integrated for art, P.E., and Music. Program staff are exploring the possibility of teaming LEP and EP students for longer time periods.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time program coordinator
- 1 full time teacher trainer
- 1 project director

PROGRAM EVALUATION

Evaluator:

METIS Associates
(no address provided)

Evaluation components and procedures:

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAB (Spanish)
English language proficiency	LAB (English)
Academic achievement in Spanish	Student portfolio
Academic achievement in English	Student portfolio

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language classes
- Parents are encouraged to participate in their child's education through school visitations, and as volunteers in the classrooms
- Program will be forming ESL and SSL classes for parents

Community responses to the program:

- Positive

School Board's view of the program:

- Excellent

**Community School District 6
New York, New York**

Discovery School Two-Way Bilingual Program for the Gifted and Talented

School:

PS #98 Discovery School
512 West 212th Street
New York City, NY 10034
212-927-9370

Contact persons:

Marta Madera, Coordinator
Discovery School
512 West 212th Street
New York City, NY 10034
212-927-9370

Ruth E. Acevedo, Resource Teacher
PS #98 Discovery School
512 West 212th Street
New York City, NY 10034
212-927-9370

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
95% Hispanic; 5% Other (Black, White, Asian)

Criteria for selecting and accepting students:

Spanish speakers

Application; screening; proficiency in Spanish is required

English speakers

Application; screening; no prior knowledge of the Spanish language is required

Other non-native English speakers in the program:
Chinese, Greek, Russian

Recruitment procedures:

Outreach Meetings throughout CSD 6

Grade level(s) of the program:
K-3

Grade level increases planned:
The program will expand to grade 4 in 1992, if it receives state and federal funding.

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	2	25
1	2	28
2	2	28
3	2	29

Funding sources:

New York State Grant for Bilingual Education;
Title VII DBE Grant

Program materials available to others:

- Curriculum guides developed by program teachers
- A speaker to inform others about the program

Based on information provided in 1992. Updated information not available.

Program objectives:

- To develop a supportive educational setting where children can heighten their giftedness through a multicultural, two-way bilingual, discovery approach
- To promote bilingualism
- To provide services for children within a three-year period to achieve bilingual proficiency

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	60%
1-3	50%

Method of separating languages for instruction:

By teachers who handle different subjects; two teachers for each grade, one English-dominant and one Spanish-dominant

Languages used for content area subjects and electives:

K-1—Spanish instruction:

Social Studies, Math, Science, Reading

K-1—English instruction:

Reading, Computers, Social Studies, Science, Math

2-3—Spanish instruction:

Math, Science, Reading, Social Studies

2-3—English instruction:

Social Studies, Reading, Computers, Math, Science

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by Spanish or English dominance. Classes intermix during trips, enrichment activities, and some instruction.

Percent of program teachers proficient in both languages:

62%

Percent of program staff proficient in both languages:

80%

Additional program staff:

- 1 full time coordinator
- 1 full time resource teacher
- 1 full time bilingual aide
- 2 full time (English) monolingual aides
- 1 part time music teacher
- 1 full time art teacher

Computer use:

Apple IIe software series for elementary school in English

Curriculum/materials development:

Teachers in the program have developed curricula in Math, Science, Social Studies, Reading, Music, and Art.

PROGRAM EVALUATION

Evaluator:

Sylvia Sandridge, Coordinator for Gifted and Talented
District Office 6
665 West 182nd Street
New York, NY 10033
212-927-7777

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Procedures/Instruments

SARE, LAB

English proficiency

LAB

Academic achievement in Spanish

SABE, LAB

Academic achievement in English

LAB

Screening for learning and thinking abilities

Meeker Structure of Intellect

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, language classes, trips, and fund raisers
- ESL workshops for the parents

Community responses to the program:

- The community is very pleased with the program
- There is a waiting list that has a wait period of two years

School Board's view of the program:

- It is a successful program and the Board of Education has been supportive in developing the program in the school

Advice to start-up programs:

- Get as much research as possible on the program
- Visit other sites
- Staff the program according to your needs and provide an extensive training program for all personnel who service the program

Most important feature of the program:

- The wonderful children in the program, their committed parents who give 100% of their time and energy to the program, and the staff

**Community School District 6
New York, New York**

Dual Language Academy, IS #136

School:

IS #136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

Contact persons:

Elizabeth Pruger
Principal
IS #136 Harriet Beecher Stowe
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

Edna Mercado
Coordinator
IS #136 Harriet Beecher Stowe/DLA Rm. 204
6 Edgecombe Avenue
New York, NY 10030
212-491-7676

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
7-8

Year program began:
1990

Program size:

Grade level	# of classes	Class size
7	3	30
8	3	30

Ethnic/racial breakdown of school:
65% Hispanic; 35% Black

Funding sources:

Title VII DBE Grant; Tax Levy

Criteria for selecting and accepting students:

Spanish speakers:

LAB scores; needs of limited English proficient and at-risk students.

English speakers:

Parents' requisition

Program materials available to others:

- Video
- Brochure in Spanish and English

Recruitment procedures:

In the spring, the Project Coordinator and the Guidance Counselor visit the elementary schools and meet with students and teachers as part of the articulation process. In addition, the team also meets with the Parent Association of the feeder schools. Pamphlets describing the program are disseminated at the feeder elementary schools.

Program objectives:

- To integrate the instructional activities of limited English proficient and English proficient students into a self-continuing dual language program
- To foster the interpersonal and affective development of limited English proficient and English proficient adolescents and their cross-cultural understanding through a counseling and mentoring program
- To organize and train the Academy staff and students' parents as mutually-complementary educational resources

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

7-8 40%

Percent of program teachers proficient in both languages:

100%

Method of separating languages for instruction:

By alternate day

Percent of program staff proficient in both languages:

100%

Languages used for content area subjects and electives:

7-8—*Spanish instruction:*

All subjects

7-8—*English instruction:*

All subjects

Additional program staff:

- 1.5 full time bilingual paraprofessionals
- 1 full time bilingual guidance counselor
- 1 full time coordinator

Instructional grouping:

Students are grouped according to level for some subjects and following a cooperative learning model for others. Students are paired for informal Spanish as a second language learning. They are separated for Spanish as a subject area.

Computer use:

There is a computer lab where students use materials in both languages.

Curriculum/materials development:

The district has a well established curricula. Planning time for curriculum development is set for a minimum of twice a month.

PROGRAM EVALUATION

Evaluator:

Dr. Alan Simon
Education Computer Resource
170 Broadway, Suite 201
New York, NY 10038
212-312-6311

Evaluation components and procedures:

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish proficiency	SABE
English proficiency	LAB
Academic achievement in Spanish	LAB
Academic achievement in English	DRP
Self-esteem/competence	Mentor/Teacher Evaluation
Other items	Unit tests and portfolios

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils
- Parenting workshops are provided and scheduled during the year

Community responses to the program:

- Excellent; the Harlem School of the Arts offers scholarships to our students for their After School Program SHIPP (thirty-nine students from the program were accepted)
- The National Conference of Christians and Jews, Inc. video-taped our program during a language awareness class
- Classes visited the offices of *Noticias del Mundo* and their pictures appeared in the paper on several different dates
- A law firm has adopted a class through the Adopt A Class Program and the students are investigating different countries and will hold a mock United Nations assembly in class and will visit the United Nations
- Human Rights Commission

School Board's view of the program:

- Excellent
- The president of the Board presented the Program at the last School Board meeting

Advice to start-up programs:

- To give special importance to the target language

Most important features of the program:

- The program enhances cognitive and affective growth in that students' social growth is emphasized (i.e., cross-cultural grouping, mentoring, and guidance programs such as Adopt-A-Class)
- Instruction is taking an upturn utilizing a cooperative learning model
- Unit test results in major subjects indicate positive growth

**Community School District 27
Queens, New York**

Project Amigos-Unidos (United Friends)

Schools:

PS #60
91-02 88th Avenue
Woodhaven, NY 11421
718-441-5046

Contact persons:

Judy Schroback, Principal
PS #60
91-02 88th Avenue
Woodhaven, NY 11421
718-441-5046

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

K-2

Year program began:

1992

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	33
1	2	33
2	2	31

Ethnic/racial breakdown of district:

20.5% Hispanic; 42.2% Black; 32.8% White

Criteria for selecting and accepting students:***Spanish speakers:***

Students who score below 40% on the LAB exam

English speakers:

Parent request

Funding sources:

New York State Two-Way Planning Grant

402

Program objectives:

- To have native Spanish-speaking students and native English-speaking students become bilingual and achieve academic excellence in both languages
- To provide the needed support for all LEP students to succeed in learning all of the basic skills
- To promote development of high levels of proficiency in the student's first language (Spanish or English)
- To promote achievement of high levels of proficiency in the student's second language (Spanish or English)
- To promote academic performance at or above grade level in both the primary and secondary languages and all content areas of the curriculum
- To promote development of positive cross-cultural attitudes and behaviors

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K	15%
1	25%
2	40%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

K—Spanish instruction:

Music, Reading, Social Studies, Learning Centers

K—English instruction:

Music, Reading, Social Studies, Learning Centers

1-2—Spanish instruction:

Music, Reading, Math, Science, Social Studies, Art

1-2—English instruction:

Music, Reading, Math, Science, Social Studies, Art

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

65%

Additional program staff:

- 1 full time bilingual aides
- 2 full time monolingual aides

Computer use:

In English and Spanish: Macintosh with C/D Roms (ongoing use all day by students)

PROGRAM EVALUATION

Evaluator:

Dr. Isabel Cid Sirgado
Academic Enterprises, Inc.
230 East 18th Street
New York, NY 10003
212-260-0319

400

Evaluation components and procedures:

Items under assessment

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

LAB (Pre/Post Test)

LAB (Pre/Post Test)

LAB, portfolios

LAB, portfolios

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- ESL classes once a week; SSL classes once a week; craft workshop once a week; educational workshop once a month
- Parents actively involved with classroom activities, trips, and conferences
- Classroom visits and observations

Community responses to the program:

- The community is very receptive of the program
- They feel the program will break down barriers and languages will be seen as an asset for all children

School Board's view of the program:

- The School Board is very supportive of the program

Advice to start-up programs:

- Plan program with all constituencies—planning committee should include parents, staff, and community members
- Structure program design should include gradual increments for teaching second language instruction
- Allow planning time for paired teachers to develop lessons and themes

Most important feature of the program:

- The development and achievement of high levels of proficiency in the student's first and second languages

**Community School District 30
Queens, New York**

Two-Way Bilingual Program

Schools:

PS #11, Queens
54-25 Skillman Avenue
Woodside, NY 11377
718-779-2090

Contact person:

Maria Ciccone
Resource Teacher/Coordinator
PS #11, Queens
54-25 Skillman Avenue
Woodside, NY 11377
718-779-2090

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1988

Ethnic/racial breakdown of school:

50% Hispanic; 10% Black; 20% White;
20% Asian

Criteria for selecting and accepting students:***Spanish speakers:***

A score of less than 40% on the English LAB and parental option in kindergarten

English speakers:

A score of more than 40% on the English LAB and parental option in kindergarten

Other non-native English speakers in the program:

Chinese, Korean, Greek

Recruitment procedures:

- LEP students are screened to determine level of proficiency in English (lab instrument is used)
- EP and LEP students need parental request

Grade level(s) of the program:

K-2

Program size:

Grade level	# of classes	Class size
K	2	30
1	2	28
2	2	29

Funding sources:

New York State Education Department Two-Way Grant funds the program at the kindergarten level. First and second grades are funded through a city tax levy.

Program materials available to others:

- Special Features of 1994-95 school year Values Program

Program objectives:

- To integrate limited English proficient and English proficient pupils
- To have both groups of students learn each other's language and culture

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students receive one period of ESL in the beginning and then gradually increase English instruction. EP students receive one period of SSL and then gradually increase Spanish instruction.

Method of separating languages for instruction:

By teacher and by alternate days. Teachers interchange for intensive language instruction.

Languages used for content area subjects and electives:

K—Spanish and English are both used for instruction. EP students receive 30 minutes of intensive Spanish instruction daily.

1-2—Spanish and English are used for instruction for Science, Social Studies, Math, P.E., and Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped for instruction by their primary language. They are integrated for content area instruction.

Percent of program teachers proficient in both languages:
100%

Percent of program staff proficient in both languages:
10%

Additional program staff:

- 1 full time resource teacher
- 1 full time bilingual aide
- 1 full time English monolingual aide

Computer use:

Writing to Read and Vale by IBM

Curriculum/materials development:

Special Features for the '94-'95 school year Values Program

PROGRAM EVALUATION

Evaluator:

Mary Mirabito Associates
Suite 200
145 Avenue of the Americas
New York, NY 10013
212-627-3988

Evaluation components and procedures:

Items under assessment

Spanish proficiency

Procedures/Instruments

LAB

English proficiency

LAB

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance and language classes
- Workshops for parents

Community responses to the program:

- Favorable

School Board's view of the program:

- Favorable

Advice to start-up programs:

- Begin small
- Plan ahead and apply for a planning grant first

Most important feature of the program:

- Support of the administration and the parents
- Selection of appropriate teachers for the program

**Port Chester-Rye Union Free District
Port Chester, New York**

Two-Way Bilingual Program

School:

John F. Kennedy Magnet School
Olivia Street
Port Chester, NY 10573

Contact persons:

Dolly O'Neill-Mejia, Coordinator
1026 Colony Drive
Hartsdale, NY 10530
914-934-7923

Dr. Charles Coletti, Port Chester Schools
Bowman Avenue
Port Chester, NY 10573
914-934-7917

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1993

Ethnic/racial breakdown of school:

54% Hispanic; 24% Black; 22% White/Asian

Criteria for selecting and accepting students:***Spanish speakers***

Home language survey, BINL L1 and L2 test, standardized reading test in L2, teacher recommendation

English speakers

Home language, L1 dominance, teacher recommendation

Other non-native English speakers in the program:

Portuguese

Recruitment procedures:

Assessment tests determine LEP students. LEP students enter the classroom with a bilingual teacher; English-dominant students enter the classroom with a monolingual teacher.

Grade levels and Program Size:

1993-94: K-1-2; 1994-95: 1-2-3; 1995-96: 2-3-4
Proposed program consists of 3 grade levels each year. Class size average is 24 students. The grade levels no longer with program (i.e., K 1994-95) continue to initiate a dual language segment into the curriculum supported by the school's SSL teacher. Refunding requested at end of each scholastic year.

Funding sources:

New York State Department of Education

Program materials available to others:

- Different articles in publications
- Reports by assistant superintendent
- Verbal reports
- Interim/Final Evaluation Report

Program objectives:

- Students will receive the full complement of L1 language arts, reading (readiness) skills including whole language and literature, selected content area instruction and second language instruction in either Spanish or English
- Students will participate in programs which promote cultural cohesion between both groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

LEP students:

1	75%
2	65%
3	50%

EP students:

1	15%
2	25%
3	50%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

K (LEP)—Spanish instruction:

Social Studies, Math, Science, Music, Language Arts, Reading, Art

K (LEP)—English instruction:

Social Studies, Math, Science, Music, P.E., Language Arts, ESL, Reading, Art

K (EP)—Spanish instruction:

Science/Social Studies, Music, SSL, Language Arts/Art

K (EP)—English instruction:

Math, Social Studies, Science, Music, Reading, Language Arts, P.E., Art

1-4 (LEP)—Spanish instruction:

Social Studies, Math, Science, Music, Language Arts, ESL, Reading, Art

1-4 (LEP)—English instruction:

Social Studies, Math, Science, Music, P.E., Language Arts, ESL, Reading, Art

1-4 (EP)—Spanish instruction:

Science/Social Studies, Music, SSL, Language Arts, Art

1-4 (EP)—English instruction:

Math, Social Studies, Science, Music, Reading, Language Arts, P.E., Art

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

The program consists of two classes on each grade level — one of LEP students and one of EP students. Content area instruction is conducted in separate classes.

Kindergarten: Class instruction is done in small groups based on individual needs. Students meet together once a week for music, using songs in both languages.

First grade: Students are grouped for instruction according to content area, language abilities, and individual needs. Students are integrated twice a month for certain activities.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 1 part time resource teacher
- 1 part time program coordinator
- 1 part time bilingual psychologist
- 1 part time bilingual music teacher
- 1 full time P.E. teacher
- 1 full time SSL teacher
- 1 full time bilingual art teacher

Computer use:

Computer use in English at present; investigating computer activities in Spanish.

Curriculum/materials development:

The ESL Program, based on the district Bridge to Communication Series, Santillana Publishers, Language Arts (L1, L2), is a thematic, whole language approach with a content area based ESL/SSL. Literature in L1, L2 is incorporated into the curriculum.

PROGRAM EVALUATION

Evaluator:

Dr. Richard E. Baecher
 Fordham University at Lincoln Center, R1025
 New York, NY 10023
 212-636-6426

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

BINL, SABE

BINL, DRP Reading Comp, District Math and Science Assessments, ESL SPA

BINL, SABE, Teacher Evaluation

BINL, SAT 1 Reading and Math, DRP, District Assessments, ESL SPA

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils, school visits, classroom assistance, classroom observations, and language classes
- Parents participate in BOCES Education Center/Bilingual Ed. Technical Assistance Center workshops
- Parents help in planning BETAC sponsored County Conference
- Parent/child/faculty End of Year Social and other events

School Board's view of the program:

- Based on the first program at Edison School (in effect 9 years), the program is considered educationally sound and beneficial to school success and is seen as meeting the needs of LEP students and enriching EP students with a second language

Advice to start-up programs:

- Give sufficient time to educate teachers, community, and the School Board about the concept

Most important feature of the program:

- The students are finding themselves successful in school and they have developed a sense of comraderie with another group of students whose culture and language is distinct from their own. Most noteworthy is the number of Latino students in the monolingual classes who are reawakening to and finding pride in their primary home language, Spanish.

**Rochester City School District
Rochester, New York**

Hola Two-Way Dual Language Program

School:

PS #12, J.P.B. Duffy School
999 South Avenue
Rochester, NY 14620
716-461-3280

Contact persons:

Miriam Jurado
PS #12, J.P.B. Duffy School
999 South Avenue
Rochester, NY 14620
716-262-8699

Raul Fernandez
131 West Broad Street
Rochester, NY 14614
716-262-8704

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-5

Year program began:
1988

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	1	30
1	2	30
2	2	30
3	3	30
4	2	30
5	1	30

Ethnic/racial breakdown of school:
19.36% Hispanic; 45.85% Black; 33.19% White;
1.59% Other

Criteria for selecting and accepting students:***Spanish speakers:***

The Placement and Language Assessment Center assesses students in Spanish and determines their level of Spanish dominance.

English speakers:

Pre-kindergarten screening is done at the building level by a speech and language pathologist.

Funding sources:

Local; New York State Department of Education, Division of Bilingual Education, Two-Way Categorical Funds

Program materials available to others:

•Newsletters, advertisements, literature

Recruitment procedures:

School newsletters; parent orientations; parent word-of-mouth; and the district magnet school bulletin. Special emphasis is placed on recruiting students during the school's registration effort. Additional EP slots are advertised during open enrollment period, allowing a district-wide draw.

Program objectives:

- To promote Spanish/English functional bilingualism for all program participants
- To promote equal access to quality academic programs for both language groups
- To promote academic excellence with a bilingual program which focuses not only on language and language use, but on academics and multicultural literacy
- To provide an academic enrichment program for all participants
- To foster the creation of a multicultural and multiethnic school community

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
K-5 50%

**Method of separating languages
for instruction:**

Languages are separated by subjects for instruction. Each subject is taught in both English and Spanish, not concurrently, but on two day cycles, giving students an immersion experience and a chance to develop conceptually in their native tongue.

**Languages used for content area subjects
and electives:**

1—Spanish instruction:

Math, Science, Social Studies, SSL (45 minutes)

1—English instruction:

Math, Science, Social Studies, Art, P.E., Music, ESOL (45 minutes)

2-5—Spanish instruction:

Math, Science, Social Studies, Art, P.E., Music, Spanish Language Arts

2-5—English instruction:

Math, Science, Social Studies, Art, P.E., Music, English Language Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped for instruction and integrated during content instruction.

**Percent of program teachers
proficient in both languages:**
100%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 part time and 2 full time bilingual aides
- 2 full time ESOL instructors

Computer use:

IBM (VALE) in Spanish; Apple LAB MECC in English

Curriculum/materials development:

Participating two-way program classroom teachers and ESOL teachers have developed three thematic units in the area of Science: 1) Plants; 2) Matter and Energy; and 3) Living Things.

PROGRAM EVALUATION

Evaluator:

Marion Arlauckas
 Student Testing and Data
 131 West Broad Street
 Rochester, NY 14614
 716-262-8480

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Kindergarten and first grade

Content English and Content Spanish

Procedures/Instruments

BINL, LAS, SABE

LAS, DRP

SABE, LAS

DRP, LAS

Portfolios

Local exam

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, and classroom assistance
- Parents are involved in the instructional program to reinforce children's native language development and to communicate high expectations about academic achievement
- Parents are provided with comprehensive workshops in the areas of reading and math
- The project "Family Math" involves providing math classes to parents and children together

Community responses to the program:

- Extremely positive; most significant has been the long waiting list for our program through open enrollment and the increasing high regard toward bilinguals and bilingualism

School Board's view of the program:

- Views the program as exemplary and believes the advantage of integrating EP and LEP students gives them the opportunity to acquire a second language from native speakers of their own age

Advice to start-up programs:

- Students recruited should be performing at a high level of language proficiency in their native language
- English as a Second Language should be an integral part of the program

Most important features of the program:

- Home-school collaboration
- Teacher innovations of teaming and developing curriculum congruency that will develop students' critical thinking skills and linguistic development
- Teachers are competent bilinguals

**Salem-Keizer Public School District 24J
Salem, Oregon**

Project LEAD: Language Environment for Academic Development

Schools:

Kennedy Elementary School
4912 Noren Avenue NE
Keizer, OR 97303
503-399-3163

Highland Elementary School
530 Highland Ave., NE
Salem, OR 97303
503-399-3155

Bush Elementary School
755 University, SE
Salem, OR 97301
503-399-3134

Contact persons:

Sally Edmiston, Bilingual/ Migrant Program
Coordinator
2575 Commercial Street, SE
Salem, OR 97302
503-399-3258

Lin Crimshaw, Bilingual Resource Teacher
2575 Commercial Street, SE
Salem, OR 97302
503-399-3258

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990-91

Ethnic/racial breakdown of school:

Kennedy: 27% Hispanic; .5% Black; 56% White;
1% American Indian; 1% Asian
Highland: 50% Hispanic; 1% Black; 44% White;
2% American Indian; 1% Asian
Bush: 31% Hispanic; .5% Black; 66% White; .5%
American Indian

Criteria for selecting and accepting students:***Spanish speakers:***

Any LEP Spanish-speaking child who attends our project schools may enroll in DBE classrooms.

English speakers:

Any English-speaking child who resides in the attendance area of our project schools may enroll if they are interested in becoming bilingual and biliterate and whose parents support this program

Recruitment procedures:

- Informational meetings for Local School Advisory Committees and parents
- District recruitment process for LEP students

Grade level(s) of the program:
K-5 at Highland and Bush
K-3 at Kennedy

Grade level increases planned:
One grade level per year to grade 5.

Program size:

Grade level	# of classes	Class size
<i>Kennedy:</i>		
K-3	6	32
<i>Highland:</i>		
K-5	10	30
<i>Bush:</i>		
K-5	9	30

Funding sources:
Title VII DBE Grant

Program materials available to others:
•Brochure

Program Objectives:

- To facilitate dual language and literacy development in Spanish and English for children in grades K-5 at three district schools
- To teach subject matter and concepts in the first and second languages
- To provide accredited training relevant to dual-language instruction for project staff
- To work with parents to develop and maintain oral and written first language and to support parents as partners in their childrens' development

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:
Alternate day approach

Languages used for content area subjects and electives:

K-3—Spanish instruction:

Language Arts/Reading, Math, Science, Social Studies, Art

K-3—English instruction:

Language Arts/Reading, Math, Science, Social Studies, Art, Music

4-5—Spanish instruction:

Reading/Language Arts

4-5—English instruction:

Reading/Language Arts, Math, Science, Social Studies

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

Spanish and English

Instructional grouping:

Students are integrated for content instruction and are grouped heterogeneously.

Percent of program teachers proficient in both languages:
80%

Percent of program staff proficient in both languages:
83%

Additional program staff:

- 1 full time resource teacher
- 21 full time bilingual aides
- 1 half time home-school liaison

Computer use:

Some computer awareness activities are introduced through library media time. Computer activities in both Spanish and English take place in bilingual classrooms also.

Curriculum/materials development:

The bilingual program staff members have developed thematic, integrated units based on the ITI (Integrated Thematic Instruction) approach of Susan Kovalik and have purchased materials in both Spanish and English to support these themes.

PROGRAM EVALUATION

Evaluator: Gary Hargett
9795 SW Taylor
Portland, OR 97225
503-292-4763

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish proficiency

Pre-LAS, LAS, SOLOM

English proficiency

Pre-LAS, LAS, SOLOM

Academic achievement in Spanish

SABE

Academic achievement in English

ITBS

Reading development in both languages

Reading Development Checklist

Writing development in both languages

Writing portfolios

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils
- Parent training activities are offered in subjects such as Family Math and Sciences, Helping Your Child at Home, and Using the Public Library both on site and for all parents whose children attend bilingual program schools, ESL/SSL classes for parents whose children attend project schools

Community responses to the program:

- Language minority parents as represented on our Bilingual Programs Parent Advisory Board, as well as parents whose children are participating in the program, are very supportive because students will be more likely to retain their home language and culture and at the same time becoming proficient in English
- Language majority parents whose children are participating in the program are excited about the amount of knowledge their children are acquiring through the Spanish language and feel comfortable that their English language skills are also developing appropriately

School Board's view of the program:

- The School Board has adopted policies that are supportive of bilingual education and funds all the classroom teachers and instructional assistants involved in the program

Advice to start-up programs:

- Support from language minority and majority parents is of primary importance
- Good communication with staff and administrators at program sites
- Quality training and preparation that is ongoing for all staff members
- Teaching staff has high levels of proficiency in both languages
- Continued, consistent support for classroom teachers and instructional assistants by resource staff

Most important feature of the program:

- The ongoing communication with and training for program teaching staff, including instructional assistants

**School District of Philadelphia
Philadelphia, Pennsylvania**

Bilingual /ESOL Programs

School:

Potter Thomas School
6th Street and Indiana Avenue
Philadelphia, PA 19133
215-227-4423

Contact persons:

Felícita Melendez
Principal
Potter Thomas School
6th Street and Indiana Avenue
Philadelphia, PA 19133
215-227-4423

Myriam Wilches
Bilingual Site Coordinator
Potter Thomas School
6th Street and Indiana Avenue
Philadelphia, PA 19133
215-227-4423

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Year program began:

1969

Ethnic/racial breakdown of school:

82.2% Hispanic; 17.6% Black; <1% White

Criteria for selecting and accepting students:***Spanish speakers:***

Preference is given to Spanish-speaking students who live in the neighborhood and to Spanish-speaking students from all districts of Philadelphia with special permission (EH-36) from the School District of Philadelphia.

English speakers:

All pupils who normally attend Potter Thomas are required to take Spanish.

Recruitment procedures:

Our school is a neighborhood school. It services students who live within the parameters designated to our area. Students in other areas of the city who need what a two-way bilingual program provides or who are interested in learning Spanish may request to transfer into our school through special permission (EH-36) from the School District of Philadelphia.

Grade level(s) of the program:

K-5

Program size:

<i>Grade level</i>	<i># of Classes</i>	<i>Class size</i>
K	4	28
Pre-1	2	20
1	6	26
2	5	28
3	5	26
4	5	25
5	4	25
Special Ed	4	12

Funding sources:

SWP; Office of Education for Latino Students;
Regular School Operating Budget; Special
Education Budget

Program materials available to others:

- Video: *Training of Bilingual Teachers-Special Techniques for the Teaching of a Second Language for ESOL Teachers as Well as SSL Teachers*
- Guidelines for LEP programs in maintenance bilingual programs

Program objectives:

- To enhance and develop all students' proficiency in English and Spanish including the ability to understand, speak, read, and write both languages
- To provide for concept development in subject area instruction through the use of students' native language
- To help students develop and maintain pride in their ethnic origins through the study of Puerto Rican customs and culture as well as the history and culture of Afro-American and other Latino students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Dependent upon student's proficiency

Method of separating languages for instruction:

Welcome Center testing; interviewing and reassessment at the school level

Languages used for content area subjects and electives:

English Language Arts—All Anglo and English dominant Latino students

Spanish Language Arts—All Spanish dominant and Latino students who are no longer considered LEP

Spanish as a Second Language—All Anglo and English dominant Latino students

All other content is taught in the dominant language of the students.

All LEP students receive ESOL as part of the bilingual program. Extra ESOL support is provided by ESOL teachers on a pull out basis.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped by levels of proficiency in English and Spanish and by reading levels for reading in Spanish or English. Otherwise, classes are heterogeneous.

Percent of program teachers proficient in both languages:

95%

Percent of program staff proficient in both languages:

90%

Additional program staff:

- 1 bilingual site coordinator
- 1 ESOL site coordinator
- 1 bilingual reading specialist
- 1 basic skills teacher
- 3 specialist bilingual teachers (P.E., Art, Music)
- 1 bilingual counselor, 1 psychologist, 1 speech therapist, and 1 home/school community coordinator

Computer use:

Program uses computers for improvement of language and math skills in Spanish and English

PROGRAM EVALUATION

Evaluator:

Office of Accountability and Assessment (School District of Philadelphia)
 Office of Categorical Programs - Chapter 1 Schoolwide Projects
 Office of Education for Latino Students

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Content Areas

Procedures/Instruments

San Francisco Unified School District
 Spanish Test - Welcome Center

LAB (Welcome Center)

SABE

CTBS

Checklists

Checklists

Teacher-made tests, portfolio assessment,
 alternative assessment

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, school visits, and classroom assistance
- Parents serve as volunteers in the classrooms
- Parents participate in workshops related to curriculum and Parent Scholars Program (School Community Assistance) cultural areas

Community responses to the program:

- Adopt a School: Taller Puertorriqueño and Centro Esperanza
- National Chapter of Puerto Rican Women (NCPRW) - Einstein Medical Hospital
- Congreso de Latinos Unidos - Institute of Contemporary Arts
- Community United Neighbors Against Drugs

Most important feature of the program:

- An organized Home and School Association; student recognition program; school beautification initiative; Parents Helping Parents Program; Anti-Drug Movement; Parent Medication training; Human Sexuality training; participation in school leadership team meetings

**Goose Creek Consolidated Independent School District
Baytown, Texas**

*Friends Living and Learning Together
Amigos Viviendo y Aprendiendo Juntos*

Schools:

Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

Contact persons:

Wynona Montgomery, Principal
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

Karen Thomas/Amparo Martinez
Crockett Elementary
4500 Barkaloo Road
Baytown, TX 77521
713-420-4645

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K

Year program began:
1992

Grade level increases planned:
(Uncertain)

Ethnic/racial breakdown of school:
56% White; 36% Hispanic; 8% Black

Program size:

Grade level	# of classes	Class size
K	2	22

Criteria for selecting and accepting students:

Spanish speakers:

None

English speakers:

None

Funding sources:

District funds

Program materials available to others:

None

Recruitment procedures:

None

420

Program Objectives:

- The students will develop an understanding and appreciation of a culture other than their own
- The students will develop an interest in learning another language
- The students will learn basic school-related and life skill vocabulary in a second language
- The students will develop skills in working and playing cooperatively with each other

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K(*Bilingual*) 75%
K(*Mainstream*) 20%

Method of separating languages for instruction:

By block of time, subject, day

Languages used for content area subjects and electives:

K—Spanish instruction:

Language Arts, Math, Social Studies, Science, Art, Music, P.E.

K—English instruction:

Language Arts, Math, Social Studies, Science, Art, Music, P.E.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated for one and a half hours a day and are separated for Language Arts instruction.

Percent of program teachers proficient in both languages:

50%

Percent of program staff proficient in both languages:

50%

Additional program staff:

- 1 part time bilingual aide
- 1 part time monolingual (English) aide

Computer use:

In English—mostly Math and some Language Arts

Curriculum/materials development:

None

PROGRAM EVALUATION

Evaluator:

In-house evaluations at this time conducted by principal and assistant principal

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Spanish language proficiency

LAS-O

English language proficiency

LAS

Academic achievement in target language

Teacher-made tests

Academic achievement in English

Teacher-made tests

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Classroom assistance

Community responses to the program:

- Spanish-speaking parents are encouraged that their children have learned so much English
- English-speaking parents have been impressed with the spirit of cooperation among all children

Advice to start-up programs:

- Involve parents from the beginning of preparation; get their enthusiasm to work for you
- Teaching reading in the student's native tongue is very important to the success of the program

Most important feature of the program:

- Motivation of the teachers and cooperation among them

422

**Goose Creek Consolidated Independent School District
Baytown, Texas**

Dual Language Program

Schools:

Lorenzo DeZavala Elementary
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

Contact persons:

Sharron Carroll
Teacher, Kindergarten-Gifted and Talented
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

Christine Ortiz-Gatlin
Teacher, 1st Grade Bilingual
305 Tri-City Beach Rd.
Baytown, TX 77520
713-420-4920

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-1

Year program began:
1993

Grade level increases planned:
None until program is evaluated

Ethnic/racial breakdown of school:
47% White; 46% Hispanic; 7% Black

Program size:

Grade level	# of classes	Class size
K	1	20
1	1	20

Criteria for selecting and accepting students:

Spanish speakers:

Pre-LAS

English speakers:

Qualification for Gifted kindergarten

Funding sources:

None

Program materials available to others:
None

Recruitment procedures:
None

Based on information provided in 1994. Updated information not available.

Program Objectives:

- To utilize a dual language model to produce a bilingual, biliterate population

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

K 25%
1 75%

**Method of separating languages
for instruction:**

By block of time, subject, teacher, and day

**Languages used for content area subjects
and electives:**

K—Spanish instruction:

Science, Math, Social Studies

K—English instruction:

Reading, Social Studies, Math, Science, Art,
Music, P.E., Theater Arts

1—Spanish instruction:

Reading, Math, Science, Social Studies

1—English instruction:

Science, Math, Social Studies, Art, Music, P.E.,
Theater Arts

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated the entire day,
except for reading classes.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
50%

Additional program staff:

- 1 part time bilingual aide
- 1 part time parent educator

Computer use:

In English and Spanish

Curriculum/materials development:
None

PROGRAM EVALUATION

Evaluator:

Diana Maldonado and Loida Galvez

P.O. Box 30, GCCISD

Baytown, TX 77520

713-420-4920

424

Evaluation components and procedures:*Items under assessment**Procedures/Instruments*

Target language proficiency

Pre-LAS

English language proficiency

Pre-LAS

Academic achievement in target language

NAPT (Spanish), La Prueba

Reading ability in English and Spanish

MacMillan/MacGraw Reading Test

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visitations
- Classroom assistance (e.g., help with material preparation and directing learning centers)

**El Paso Independent School District
El Paso, Texas**

Accelerated Schools*

School:

Rivera Elementary School
6445 Escondido
El Paso, TX 79912
915-581-4448

Contact persons:

Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925
915-779-4139

M.L. Lait
Principal
Rivera Elementary School
6445 Escondido
El Paso, TX 79912
915-581-4448

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
57% Hispanic; 40% White; 3% Other

Criteria for selecting and accepting students:

Spanish speakers:

Due to low LEP enrollment, all LEP students are included in grades 1-5

English speakers:

50% of each class are English speakers; selection is based on application and teacher recommendation

Recruitment procedures:

- Parent meetings open to the whole school

**The program operates at two school sites. Each school has a separate entry.*

Grade level(s) of the program:
1-5

Grade level increases planned:
Kindergarten

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
1	1	30
2	1	30
3	1	30
4	1	30
5	1	30

Funding sources:

State bilingual funds; local funds; Title VII DBE Grant

Program materials available to others:

- Brochure
- A video will accompany the brochure and is presently in the editing process

Program Objectives:

- Students will attain high levels of academic achievement, enhanced interpersonal relationships across cultures, and acquire English and Spanish oral and written competency
- Students will improve achievement in reading, writing, and mathematics
- Students will acquire a second language and the intellectual benefits of bilingualism
- Students will develop creative/critical learning/thinking strategies
- Students will enhance their self-esteem and educational aspirations

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
1-5 50%

Method of separating languages for instruction:
Teacher determines choice of language for instruction

Languages used for content area subjects and electives:

1-5—Spanish instruction:

All subjects

1-5—English instruction:

All subjects

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Teachers use cooperative learning with integrated groups, peer tutoring, CIRC, and partner reading.

Percent of program teachers proficient in both languages:
50%

Percent of program staff proficient in both languages:
100%

Additional program staff:

•1 full time program assistant

Computer use:

Programs in English and Spanish

Curriculum/materials development:

Teachers have developed whole language thematic units and an integrated curriculum in English and Spanish.

PROGRAM EVALUATION

Evaluator:

El Paso Independent School District Evaluator
Research & Evaluation
6531 Boeing Drive
El Paso, TX 79912
915-779-4139

Five-Year Study

CRESPAR

Dr. Margarita Calderón, Research Scientist
Johns Hopkins University
3001 Cabot Place
El Paso, TX 79935
915-595-5971

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT

Woodcock-Muñoz Language Survey

IPT

Woodcock-Muñoz Language Survey

TAAS, portfolio assessment

TAAS, portfolio assessment

CARE inventory

CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils, school visitations, and classroom assistance
- Sessions on how parents can participate in the teaching and learning process are planned

Community responses to the program:

- Very positive
- More students applied for the program than the project can accommodate at present
- Educators in the area and throughout Texas continue to visit the program sites

School Board's view of the program:

- The board has approved the budget to fund the project

Advice to start-up programs:

- Include extensive teacher training
- Have teachers meet almost daily at first to share and provide support for the effort
- Consistent commitment of teachers, principals, and administrators is important

Most important feature of the program:

- Team-teaching
- Dual language instruction that is facilitated in cooperative groups
- Strategies used in gifted programs
- Peer-tutoring

**El Paso Independent School District
El Paso, Texas**

Accelerated Schools*

School:

Rusk Elementary School
3601 North Copia
El Paso, TX 79930
915-565-9941

Contact persons:

Argelia Carreon
Director of Bilingual Education
El Paso Independent School District
6531 Boeing Drive
El Paso, TX 79925
915-779-4139

Longino González
Principal
Rusk Elementary School
3601 North Copia
El Paso, TX 79930
915-565-9941

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1992

Ethnic/racial breakdown of school:
96.4% Hispanic; <1% Black; 3.4% White;
<1% Asian

Criteria for selecting and accepting students:

Spanish speakers:
15 students are selected by a drawing

English speakers:
15 students are selected by a drawing

Recruitment procedures:
•Non-LEP students volunteer
•LEP students are recruited

Grade level(s) of the program:
1-5

Program size:

<i>Grade level</i>	<i>of classes</i>	<i>Class size</i>
K	1	30
1	1	30
2	1	30
3	1	30
4	1	30
5	1	30

Funding sources:

State bilingual funds; local funds; Title VII DBE Grant

Program materials available to others:

- Program description brochure
- A video will accompany the brochure and presently is in the editing process

**The program operates at two school sites. Each school has a separate entry.*

Program Objectives:

- Students will attain high levels of academic achievement, enhanced interpersonal relationships across cultures, and acquire English and Spanish oral and written competency
- Students will improve achievement in reading, writing, and mathematics
- Students will acquire a second language and the intellectual benefits of bilingualism
- Students will develop creative/critical learning/thinking strategies
- Students will enhance their self-esteem and educational aspirations

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**
1-5 50%

**Method of separating languages
for instruction:**
By teacher and subject

**Languages used for content area subjects
and electives:**

1—Spanish instruction:

Reading integrated with Social Studies and
Science

1—English instruction:

Math, Science, Reading, Social Studies, Art,
Music, Language

2—Spanish instruction:

Reading integrated with Social Studies and
Science

2—English instruction:

Math, Science, Reading, Social Studies, Music,
Language

3—Spanish instruction:

Reading, Social Studies

3—English instruction:

Math, Science, Music, Reading, Art, P.E.

4-5—Spanish instruction:

Reading

4-5—English instruction:

Math, Science, Reading, Social Studies,
Language

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students work in cooperative learning groups and
with partners.

**Percent of program teachers
proficient in both languages:**
50%

**Percent of program staff
proficient in both languages:**
100%

Additional program staff:

- 1 full time program assistant

Computer use:

Reading to Write, Writing to Read, and VALE in
English and Spanish

Curriculum/materials development:

Teachers have developed thematic units.

PROGRAM EVALUATION

Evaluator:

El Paso Independent School District Evaluator
 Research & Evaluation
 6531 Boeing Drive
 El Paso, TX 79912
 915-779-4139

Five-Year Study
 CRESPAR
 Dr. Margarita Calderón, Research Scientist
 Johns Hopkins University
 3001 Cabot Place
 El Paso, TX 79935
 915-595-5971

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

Procedures/Instruments

IPT

Woodcock-Muñoz Language Survey

IPT

Woodcock-Muñoz Language Survey

TAAS, portfolio assessment

TAAS, portfolio assessment

CARE inventory

CARE inventory

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits
- Presentations to parents

Community responses to the program:

- Very positive
- More students applied for the program than the project can accommodate at present
- Educators in the area and throughout Texas continue to visit the program sites

School Board's view of the program:

- Favorable

Advice to start-up programs:

- Focus on creativity, sharing, and team teaching

Most important feature of the program:

- The focus on problem solving and socialization
- Development of higher order thinking skills

**Ysleta Independent School District
El Paso, Texas**

Eastwood Heights Elementary Dual Language Program

School:

Eastwood Heights Elementary
10530 Janway
El Paso, TX 79925
915-598-5469

Contact persons:

Bob Schulte
Principal
Eastwood Heights Elementary
10530 Janway
El Paso, TX 79925
915-598-5469

Guadalupe Kasch
Eastwood Heights Elementary
10530 Janway
El Paso, TX 79925
915-598-5469

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
Pre-K-1

Year program began:
1993

Grade level increases planned:
One grade level per year to grade 5.

Ethnic/racial breakdown of school:
70% Hispanic; 5% Black and Other; 25% White

Program size:

Grade level	# of classes	Class size
Pre-K	2	18
K	1	22
1	1	22

Criteria for selecting and accepting students:

Spanish speakers:
Home Language Survey, Pre-LAS, area of residence

English speakers:
Home Language Survey, parental choice, area of residence

Funding sources:
State bilingual funds; technology grants

Program materials available to others:
•Brochure

Recruitment procedures:
•Parental meetings open to everyone

Program Objectives:

- To utilize a dual language model to produce students who are literate and fluent in both Spanish and English by sixth grade
- To provide an interdisciplinary curriculum in both languages in order to meet the affective, linguistic, and cognitive needs of both language groups

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

Pre-K-K	90%
1	80%

Method of separating languages for instruction:

By block of time, by subject, by teacher

Languages used for content area subjects and electives:**Pre-K-1—Spanish instruction:**

Language Arts, Content Area, Fine Arts

Pre-K-1—English instruction:

P.E., Fine Arts, ESL, Content Area

Language of initial reading instruction:**Spanish speakers:**

Spanish

English speakers:

Spanish

Instructional grouping:

Students are integrated all day.

Percent of program teachers proficient in both languages:

30%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 1 full time bilingual aide
- 1 full time speech teacher
- 2 full time resource specialists
- 4 full time P.E. instructors
- 1 full time Fine Arts instructor
- 1 full time librarian

Computer use:
 VALE (Spanish); *Writing to Read*; *Early Language Connections* (in Spanish and English)

PROGRAM EVALUATION

Evaluator:

Bob Schulte, Principal
10530 Janway
El Paso, TX 79925
915-598-5469

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Pre-LAS, LAS

TAAS (Grades 3-6)

TAAS (Grade 3)

TAAS (Grades 3-6)

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visits and classroom assistance

Community responses to the program:

- The community is supportive once the program is explained (no trouble recruiting students)

School Board's view of the program:

- Supportive; interested in the development of the program

Advice to start-up programs:

- Find a mentor school

Most important feature of the program:

- Teachers, parents, and students believe that literacy in two languages is desirable and attainable

**Houston Independent School District
Houston, Texas**

Compartiendo Culturas/Sharing Cultures

School:

Herod Elementary School
5627 Jason
Houston, TX 77096
713-778-3315

Contact persons:

Frances M. McArthur
Dual Language Coordinator
Herod Elementary School
5627 Jason
Houston, TX 77096
713-778-3315

Maria Brewer
Herod Elementary School
5627 Jason
Houston, TX 77096
713-778-3315

Nancy Nichols
Principal
Herod Elementary School
5627 Jason
Houston, TX 77096
713-778-3315

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1994

Ethnic/racial breakdown of school:
25% Hispanic; 20% Black; 48% White;
6% Asian

Criteria for selecting and accepting students:

Spanish speakers:

All Spanish-speaking students participate

English speakers:

First-come, first-served; parental commitment

Other non-native English speakers in the program:
Vietnamese

Recruitment procedures:

- Brochures
- Community and parental meetings
- Mailings

Grade level(s) of the program:
K-2

Grade level increases planned:
One grade level per year to grade 5.

Program size:

Grade level	# of classes	Class size
K	1	22
1	1	22
2	1	22

Funding sources:

Title VII Grant

Program materials available to others:

- Video brochures
- Program guidelines
- Newsletter

Program Objectives:

- Students will acquire basic communicative skills in the second language
- Students will attain mastery in all academic areas
- Students will develop cross-cultural attitudes
- Staff will improve the quality of instruction by participating in staff development
- Parents will gain understanding of the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-2 50%

Method of separating languages for instruction:

By theme: language use alternates every five days, completely in Spanish or English.

Languages used for content area subjects and electives:

K-2—Spanish instruction:

Language Arts for LEPs, Social Studies, Science, Math (by theme)

K-2—English instruction:

Language Arts for FEPs, Social Studies, Science, Math (by theme), Art, P.E., Music, Computer, Library

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are integrated the entire day for content areas and special classes. They are separated 45 minutes daily for Language Arts in their dominant language.

Percent of program teachers proficient in both languages:

100%

Percent of program staff proficient in both languages:

100%

Additional program staff:

- 3 full time bilingual aides
- 1 full time dual language coordinator

Computer use:

Computer use in English and Spanish: *Bilingual Writing Center, Claris Works, Living Books, Kid Pix*

Curriculum/materials development:

Coordinator and teachers are currently developing curricula in both Spanish and English.

PROGRAM EVALUATION

Evaluator:

Daniel Luna
3830 Richmond Avenue
Houston, TX 77027
713-892-6350

Evaluation components and procedures:

<i>Items under assessment</i>	<i>Procedures/Instruments</i>
Spanish language proficiency	LAS
English language proficiency	LAS
Academic achievement in Spanish	TAAS
Academic achievement in English	TAAS
Self-esteem/competence	Survey
Attitudes	Survey

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent councils, classroom assistance, parent language classes
- English (ESL) offered to Spanish-speaking parents
- Spanish lessons offered to English-speaking parents
- Parenting classes and "Make and Take" classes offered to both groups

Community responses to the program:

- Very positive

School Board's view of the program:

- Very positive

Advice to start-up programs:

- Take a year to plan

Most important feature of the program:

- Technology in the classroom
- Strong parental involvement

**Spring Branch Independent School District
Houston, Texas**

Two-Way Developmental Bilingual Program at Hollibrook

School:

Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-329-6430

Contact persons:

LaVerie Wise
Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-329-6430

Susan Smith
Assistant Principal
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-329-6430

Agelia Durand
Bilingual/ESL Consultant
Hollibrook Elementary
3602 Hollister
Houston, TX 77080
713-329-6430

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1991

Ethnic/racial breakdown of school:
83% Hispanic; 1% Black; 12% White;
3% Asian

Criteria for selecting and accepting students:

Spanish speakers:

No criteria

English speakers:

No criteria

Other non-native English speakers in the program:
Vietnamese

Recruitment procedures:

- Students are not recruited; parents informed through discussions and are receptive and supportive of the program

Grade level(s) of the program:
K-3

Grade level increases planned:
One grade level per year to grade 5.

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K	2	22
1	2	19
2	2	18
3	2	18

Funding sources:

Special funding has not been used, but committee hopes to write a grant to address this issue

Program materials available to others:

- Staff and students interviewed on nightly news
- School has been featured in local newspaper
- Students filmed for PBS documentary on education that appeared in the spring of 1993

Program Objectives:

- To have biliterate and bilingual students when they leave the program

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-1	80%
2	70%
3	20%

Method of separating languages for instruction:

By teacher: students and teachers are housed together where core subjects are taught in the student's dominant language by the corresponding teacher. Students from both language groups then work in centers or groups to accomplish the same task.

Languages used for content area subjects and electives:

K—Spanish instruction:

Language Arts, Math, Art, Sustained Silent Reading, Social Studies, Science

K—English instruction:

Music, Health Fitness, ESL

1—Spanish instruction:

Language Arts, Math, Art, Sustained Silent Reading, Social Studies

1—English instruction:

Music, Health Fitness, Science, Art, ESL

2—Spanish instruction:

Language Arts, Math, Science, Social Studies

2—English instruction:

Music, Language Arts, Math, Science, Social Studies

3—Spanish instruction:

Language Arts, Sustained Silent Reading

2—English instruction:

Music, Language Arts, Math, Social Studies, Sustained Silent Reading, Health Fitness

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students work in centers where two bilingual students are paired with two monolingual students. Peer tutoring takes place on a weekly basis. Students from all grades are grouped to work and tutor each other. Teachers also conduct whole group activities.

Percent of program teachers proficient in both languages:

63%

Percent of program staff proficient in both languages:

59%

Additional program staff:

- 1 part time bilingual aide
- 2 full time health fitness aides
- 1 full time counselor
- 1 full time ESL specialist
- 1 full time bilingual consultant
- 1 full time reading specialist
- 2 full time resource teachers
- 1 full time speech therapist
- 2 full time social workers
- 5 office staff

Computer use:

Computer use in English and Spanish: *Tapestry*, *Bank Street Writer*, *Super Print II*

Curriculum/materials development:

Each grade level two-way bilingual team develops its own curriculum in Spanish and English based on Essential Elements (Texas), needs of the students, and thematic interests. Teams use thematic planning and share the same materials.

PROGRAM EVALUATION

Evaluator:

Roy Ford, Principal
 LaVerie Wise & Susan Smith, Assistant Principals
 Hollibrook Elementary
 3602 Hollister
 Houston, TX 77080
 713-329-6430

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Self-esteem/competence

Attitudes

(Staff also use student portfolios, teacher observation, audio recording, and oral conversations to assess students' progress)

Procedures/Instruments

IPT

IPT

SABE, BOEHM, kindergarten development checklist

NAPT, TAAS, BOEHM, SRA

Teacher, parent, administrator observations

Teacher, parent, administrator observations

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- School visitations, classroom assistance, and parent language classes
- Very active parent involvement group including assistance from two social workers
- School has implemented an afterschool program that involves parents as teachers in subjects such as dance, piano, crafts, and sports

Community responses to the program:

- Parents love the program; they feel it is important for their children to learn two languages

School Board's view of the program:

- School board is committed to the program's success

Advice to start-up programs:

- Willingness to be flexible and work together, commitment, and support from the start

Most important feature of the program:

- Support of staff, parents, and administration
- Program teachers are professional and highly committed to the success of their students
- School is the recipient of the "A+ for Breaking the Mold" award from the U.S. Education Secretary and of the "Texas Successful School Award, 1994"

**Lufkin Independent School District
Lufkin, Texas**

Developmental Bilingual Education Program

School:

Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-633-6487

Contact persons:

Manuela F. Challis
Bilingual Director
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-639-2279

Kathy Tallent
Principal
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-633-6482

Sylvia Eubanks
Curriculum Specialist
Slack Elementary
1305 Fuller Springs Drive
Lufkin, TX 75901
409-633-6484

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K-2

Year program began:
1992

Grade level increases planned:
One grade level per year to grade 6.

Ethnic/racial breakdown of school:
49% Hispanic; 51% White

Program size:

Grade level	# of classes	Class size
K	2	22
1	2	20
2	2	20

Criteria for selecting and accepting students:

Spanish speakers and English speakers:
Area resident, oral language proficiency test,
Peabody test in native language, recommended by
interviewer

Funding sources:
Title VII DBE Grant

Recruitment procedures:

Newspaper announcement and parent/community
meetings

Program materials available to others:

- Video of program
- Brochures of program profile

Program Objectives:

- The five major objectives of the dual language program are: academic curriculum; second language acquisition; positive instructional climate; home/school collaboration; and extended duration of instruction.

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K 50%

Method of separating languages for instruction:
All students switch teachers during half of instructional day.

Languages used for content area subjects and electives:

K—Spanish instruction:

Spanish Language Arts, Math

K—English instruction:

English Language Arts, Social Studies, Science, P.E., Music

1—Spanish instruction:

Spanish Language Arts, Social Studies, Science

1—English instruction:

English Language Arts, Math, P.E., English

2—Spanish instruction:

Spanish Language Arts, Math

2—English instruction:

English Language Arts, Social Studies, Science, P.E., Music

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:
Students are integrated the entire day.

Percent of program teachers proficient in both languages:
67%

Percent of program staff proficient in both languages:
100%

Additional program staff:

•4 full time bilingual aides

•1 full time curriculum specialist

•1 community liaison

•1 secretary

Computer use:
English and Spanish

Curriculum/materials development:
•Teaching guide in English

PROGRAM EVALUATION

Evaluator:

Paul Liberty

7405 Berkman Drive

Austin, TX 78752-2025

512-451-2646

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

IPT

English language proficiency

IPT

Academic achievement in Spanish

La Prueba "Riverside"

Academic achievement in English

ITBS, MAT-7

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils, school visitations, classroom assistance, and parent language classes
- In the Fall, a conversational Spanish class was started for English-only parents
- Spanish-speaking parents are enrolled in ESL classes at an Adult Learning Center - Second Annual Parent Conference
- Resource Library for parents to check out materials

Community responses to the program:

- Favorable; the program has a waiting list of English only students for the 1995-96 school year

School Board's view of the program:

- Supportive and favorable

Most important feature of the program:

- Balanced 50%/50% curriculum instruction provided by role model teachers
- Enthusiastic teacher commitment
- Supportive parent commitment
- Full time curriculum specialist

**Edgewood Independent School District
San Antonio, Texas**

Burleson Bilingual Developmental Model

Schools:

Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

Contact persons:

Choco Leandro
Principal
Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

Mary Esther Huerta or Andrea Greimel
Burleson Elementary School
4415 Monterey Street
San Antonio, TX 78237
210-433-8178

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

Pre-K-2

Year program began:

1992

Grade level increases planned:

One grade level per year to grade 3

Ethnic/racial breakdown of school:

98% Hispanic; 2% Other

Program size:

Grade level	# of classes	Class size
Pre-K	2	22 (1/2 days)
K	4	21
1	5	19
2	4	20

Criteria for selecting and accepting students:***Spanish speakers:***

None

English speakers:

None

Funding sources:

Local

Recruitment procedures:

Information meetings with parents; notes sent home; personal contacts with parents

Program materials available to others:

Thematic Units

Program Objectives:

- To develop biliteracy in both native English and native Spanish speaking students
- To raise the status of the Spanish language in the community
- To raise the self-esteem of all the students

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
Pre-K-2 50%

Method of separating languages for instruction:
By teacher, subject, day

Languages used for content area subjects and electives:

Pre-K—Spanish instruction:

Language Arts, Math, Science, Social Studies

Pre-K—English instruction:

Fine Arts, P.E.

K-2—Spanish Instruction:

All content courses

K-2—English Instruction:

All content courses

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

LEP and EP students are integrated for all but literacy classes in their native languages.

Percent of program teachers proficient in both languages:
67%

Percent of program staff proficient in both languages:
100%

Additional program staff:
•5 part time bilingual aides

Computer use:
In English and Spanish

Curriculum/materials development:
None

440

PROGRAM EVALUATION**Evaluator:**

Program not being evaluated at this time

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Classroom assistance
- Parent language classes

Community responses to the program:

- Positive once teachers and principal explained the value of it

School Board's view of the program:

- Positive and supportive

Advice to start-up programs:

- Seek outside financial assistance
- Implement a strong public relations campaign

Most important feature of the program:

- Development of bilingual biliterate and bicultural students
- Teacher and parent commitment

**Alexandria City Public Schools
Alexandria, Virginia**

Two-Way Spanish/English Immersion Program

School:

John Adams Elementary School
5651 Rayburn Avenue
Alexandria, VA 22311
703-824-6970

Contact person:

Kenneth W. Reed, Curriculum Specialist for Foreign Language and Technology
Curriculum Office, Alexandria City Public Schools
2000 North Beauregard Street
Alexandria, VA 22311
703-820-8491

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
1-4

Year program began:
1991-92

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
23.5% Hispanic; 41.5% Black; 27.1% White;
7.6% Asian/Pacific Islander; <1% American
Indian/Alaskan Native

Program size:

Grade level	# of Classes	Class size
1	1	18
2	1	17
3	1	13
4	1	18

Criteria for selecting and accepting students:

The aim is to have Spanish dominant speakers account for fifty percent of the students in the program; questionnaire to determine school and residence history; no evidence of severe learning problems; family stability in neighborhood

Funding sources:
Funded by the School Board

Other non-native English speakers in the program:
Farsi

Recruitment procedures:

- PTA presentations
- Program description and application mailed to all first grade parents
- Screening by kindergarten teachers, immersion teachers, guidance counselor, and Foreign Language Coordinator
- Follow-up interviews, when necessary

Program objectives:

- To develop a high level of proficiency in listening, reading, speaking, and writing Spanish through concepts and skills related to the content areas of the integrated curriculum based on experiential learning and using a discovery approach which encourages collaborative learning
- To acquire an understanding and appreciation for other cultures
- To enhance students' minds and broaden their horizons

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-4 50%

Method of separating languages for instruction:

By subject

Languages used for content area subjects and electives:

1-3—Spanish instruction:

Social Studies, Science, Human Growth and Development, Career Education

1-3—English instruction:

Math, Language Arts, P.E., Art, Music

4-5—Spanish instruction:

Math, Science, Human Growth and Development, Career Education

4-5—English instruction:

Language Arts, Social Studies, P.E., Art, Music

Language of initial reading instruction:

Spanish speakers:

English

English speakers:

English

Instructional grouping:

Students are grouped only for Reading and Math, but it is very informal and flexible. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

100% of teachers delivering instruction in the self-contained classroom model (grades 1, 4 and 5) are proficient in both languages. In the "team-teaching model" two teachers instruct Grade 2 and 3 immersion classes for one-half day each. The teacher delivering instruction in Spanish is proficient in both languages; the teacher instructing during the English portion of the day knows no Spanish.

Additional program staff:

•4 resource teachers

Computer use:

Limited computer availability and use in both languages. (One computer is currently shared by all program participants.)

Curriculum/materials development:

The resource teacher developed target language curricula for Social Studies, Science, Family Life, Career Education, and Spanish language instruction.

PROGRAM EVALUATION

- An ongoing analysis of school-wide performance on standardized tests indicates that program participants' scores compare favorably with those of the general school population.
- Due to attrition, students have been recruited into the program after first grade. Those recruited are usually identified as ESL students who are ready to exit the ESL program or who are recently enrolled students whose native language is Spanish.

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent councils and school visits

Community responses to the program:

- Community interest and support has continued to increase since the inception of the program

School Board's view of the program:

- The School Board is supportive

**Arlington Public Schools
Arlington, Virginia**

Abingdon Spanish Partial Immersion Program

School:

Abingdon Elementary School
3035 Abingdon Street
Arlington, VA 22206
703-358-6650

Contact persons:

Meg Tuccillo
Principal
Abingdon Elementary School
3035 Abingdon Street
Arlington, VA 22206
703-358-6650

Mary Ann Ullrich
Supervisor, Foreign Language
Arlington Public Schools
1426 N. Quincy Street
Arlington, VA 2207
703-358-6097

BACKGROUND INFORMATION

Languages used in the program:

Spanish/English

Grade level(s) of the program:

1-3

Year program began:

1991

Grade level increases planned:

One grade level per year to grade 5.

Ethnic/racial breakdown of school:

40.8% White; 28.1% Black; 22.2% Hispanic;
8.7% Asian/Pacific Island; .2% Native American/
Alaskan Native

Program size:

Grade level	# of classes	Class size
1	2	22
2	2	22
3	2	23

Criteria for selecting and accepting students:

Child and parent interest; residence within school area; ethnic/racial percent aligned to that of the school with up to 50% native Spanish-speaking

Funding sources:

Local funds

Recruitment procedures:

•Open houses; parent meetings; informational letters; personal contact

Program materials available to others:

•Program guidelines

Program Objectives:

- Achievement of grade level content objectives
- Bilingual proficiency in Spanish and English for both Spanish and English native speakers
- Understanding and appreciation for other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

K-5 50%

Method of separating languages for instruction:

By content and by teacher

Languages used for content area subjects and electives:

1-3—Spanish instruction:

Language Arts, Social Studies, Science, Health, Math

1-3—English instruction:

Language Arts, P.E., Art, Music

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

Spanish and English

Instructional grouping:

It varies from class to class: some reading groups are heterogeneous; some are achievement groups. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

50%

Computer use:

- Computers are used in both languages

Curriculum/materials development:

- Teachers have developed integrated thematic units for most grade levels

PROGRAM EVALUATION

Evaluator:

Nancy Rhodes

Center for Applied Linguistics

1118 22nd Street, NW

Washington, DC 20037

202-429-9292

401

Evaluation components and procedures:*Items under assessment*

Spanish language proficiency

Procedures/Instruments

SCPA

English language proficiency

COGAT, ITBS

Academic achievement in Spanish

Writing portfolios

Academic achievement in English

COGAT, ITBS

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- Parent Committee, school visits, and classroom assistance

Community responses to the program:

- Very positive

Advice to start-up programs:

- Keep relations strong with mainstream staff
- Prepare several years ahead of implementation
- Build community support

Most important features of the program:

- Competent and committed staff
- Teacher input to decision making
- Emphasis on learning styles and multiple intelligences

**Arlington Public Schools
Arlington, Virginia**

Key Elementary School Spanish Partial Immersion

School:

Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

Contact persons:

Katharine Panfil, Principal
Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

Marcela von Vacano, Immersion Specialist
Key Elementary School
2300 Key Blvd.
Arlington, VA 22201
703-358-4210

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1986

Ethnic/racial breakdown of school:
55% Hispanic; 9% Black; 30% White; 5% Other

Criteria for selecting and accepting students:

Spanish speakers:

50% of class

English speakers:

50% of class

Other non-native English speakers in the program:
Chinese, Arabic, Portuguese, Italian

Recruitment procedures:

- Open houses, brochures, newspapers
- Arlington County's Program of Studies lists the program as an instructional option

Grade level(s) of the program:
K-5

Program size:

Grade level	# of classes	Class size
K	4	23
1	3	23
2	3	24
3	2	24
4	1	25
4-5	2	25

Funding sources:

Local funds (public school), Title VII DBE Grant

Program materials available to others:

- Key's program has been included in several television videos
- Brochures
- Curriculum guides: *La Selva Tropical* (Grade 1); *I Am Connected to the World* (K-2); *Exploring, Explorations and Explorer* (3-5); Language Arts Curriculum (K-5); Units of Study (1-4); Portfolio Assessment (1-5)
- Handbook for teachers and administrators for the Two-Way Spanish Partial Immersion Program

Program objectives:

- Achievement of grade level instructional objectives
- Develop a high level of proficiency in understanding, speaking, reading, and writing a foreign language through concepts and skills related to the content areas of the integrated curriculum based on experiential learning and a discovery approach which encourages collaborative learning
- Bilingual proficiency in Spanish and English for both Spanish and English native speakers
- Acquire an understanding and appreciation for other cultures
- Enhance students' minds to broaden their horizons

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:

In some classes, the a.m. teacher speaks Spanish and the p.m. teacher speaks English. In other classes, there is one teacher who switches languages after lunch for selected subjects.

Languages used for content area subjects and electives:

1-2—Spanish instruction:

Language Arts, Math, Science, Health

1-2—English instruction:

Language Arts, Social Studies, P.E., Art, Music

3—Spanish instruction:

Language Arts, Math, Science, Health

3—English instruction:

Language Arts, Social Studies, P.E., Art, Music

4—Spanish instruction:

Language Arts, Math, Science, Health

4—English instruction:

Language Arts, P.E., Art, Music, Social Studies

5—Spanish instruction:

Language Arts, Math, Science, Health

5—English instruction:

Language Arts, Social Studies, P.E., Art, Music

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

Spanish and English

Instructional grouping:

It varies from class to class: some reading groups are heterogeneous; some are achievement groups. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:
89%

Additional program staff:

- 1 full time bilingual aide
- 1 full time program coordinator

Computer use:

Computers are used in both languages.

Curriculum/materials development:

Teachers have developed integrated thematic units for most grade levels.

PROGRAM EVALUATION

Evaluator:

Nancy Rhodes
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
202-429-9292

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Parental attitudes

Staff

Procedures/Instruments

Boehm, LAS, SOPR, COPE, SOPA

Boehm, COGAT, ITBS, AOMT

Boehm, LAS, COPE, writing portfolios

ITBS

Questionnaire

Questionnaire

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Advisory Committee, school visits, and classroom assistance

Community responses to the program:

- They love it. The program has a waiting list

School Board's view of the program:

- Very supportive; additional programs have been administered throughout the county.

Advice to start-up programs:

- Keep relations strong with the mainstream staff in the building

Most important features of the program:

- Long-term teacher commitment
- Long-term parent commitment
- Full time program coordinator
- Student-centered
- Use of Multiple Intelligence Model

**Arlington Public Schools
Arlington, Virginia**

Oakridge Elementary School Spanish Partial Immersion

School:

Oakridge Elementary School
1414 S. 24th Street
Arlington, VA 22202
703-358-5840

Contact persons:

Nancy King
Principal
1414 S. 24th Street
Arlington, VA 22202
703-358-5840

Mary Ann Ullrich
Supervisor, Foreign Language
Arlington Public Schools
1426 N. Quincy Street
Arlington, VA 22207
703-358-6097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
1-3

Year program began:
1991

Grade level increases planned:
One grade level per year to grade 5

Ethnic/racial breakdown of school:
39.9% Hispanic; 28.3% Black; 23.3% White;
8.1% Asian/Pacific Island; .4% American
Indian/Alaskan Native

Program size:

Grade level	# of classes	Class size
1	2	23
2	2	24
3	2	24

Criteria for selecting and accepting students:

Child and parent interest; residence within school area; ethnic/racial percentage aligned to that of the school with up to 50% native Spanish-speaking

Funding sources:
Local funds

Recruitment procedures:

•Open houses, parent meetings, informational letters, personal contact

Program materials available to others:
•Program guidelines

Program objectives:

- Achievement of grade level content objectives
- Bilingual proficiency in Spanish and English for both Spanish and English native speakers
- An understanding of and an appreciation for other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

1-3 50%

Method of separating languages for instruction:

By content; by teacher

Languages used for content area subjects and electives:

1-3—Spanish instruction:

Language Arts, Math, Social Studies, Science, Health, Math

1-3—English instruction:

Language Arts, P.E., Art, Music

Language of initial reading instruction:

Spanish speakers:

Spanish and English

English speakers:

Spanish and English

Instructional grouping:

It varies from class to class: some reading groups are heterogeneous; some are achievement groups. Students are integrated during content instruction.

Percent of program teachers proficient in both languages:

50%

Additional program staff:

None

Computer use:

Computers are used in both languages.

Curriculum/materials development:

Teachers have developed integrated thematic units for most grade levels

PROGRAM EVALUATION

Evaluator:

Nancy Rhodes
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
202-429-9292

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

English proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

SOPA

COGAT, ITBS

Writing portfolios

COGAT, ITBS

COMMUNITY SUPPORT AND VIEWPOINT

Parent involvement:

- Parent Committee, school visits, and classroom assistance

Community responses to the program:

- Very positive

Advice to start-up programs:

- Keep relations strong with the mainstream staff
- Prepare several years ahead of implementation
- Build community support

Most important features of the program:

- Competent and committed staff
- Teacher input to decision-making
- Emphasis on learning styles and multiple intelligences

**Arlington Public Schools
Arlington, Virginia**

Williamsburg Middle School Immersion Sequence

School:

Williamsburg Middle School
3600 North Harrison Street
Arlington, VA 22207
703-358-5450

Contact persons:

Margaret McCourt-Dimer, Principal
Williamsburg Middle School
3600 North Harrison Street
Arlington, VA 22207
703-358-5450

Mary Ann Ullrich, Foreign Language Supervisor
Arlington Public Schools
1426 North Quincy Street
Arlington, VA 22207
703-358-6097

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1990

Ethnic/racial breakdown of school:
18.8% Hispanic; 10.6% Black; 63.5% White;
7.1% Asian

Criteria for selecting and accepting students:

Spanish and English speakers:
Successful completion of elementary partial
-immersion program and/or personal interview
and individualized testing

**Other non-native English speakers
in the program:**
Vietnamese, Urdu

Recruitment procedures:

- Personal contact
- Parent-student meetings
- PTA newsletter

Grade level(s) of the program:
6-8

Program size:

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
6	2	13
7	2	19
8	2	18

Funding sources:

Local school funds

Program materials available to others:

- Program guidelines

Program Objectives:

- To continue to develop Spanish language proficiency appropriate to grade level in listening, speaking, reading, and writing
- To master content objectives as outlined in the Arlington Program of Studies
- To continue to develop an understanding and appreciation of other cultures

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:

6-8 29%
(2 periods out of 7)

Method of separating languages for instruction:

By subject and by teacher

Languages used for content area subjects and electives:

6-Spanish instruction:

Social Studies, Spanish Language Arts

7-8-Spanish instruction:

Science or Social Studies, Spanish Language Arts

6-8-English instruction:

Other core and elective subjects

Instructional grouping:

Teachers use heterogeneous grouping in small groups and paired activities.

Percent of program teachers proficient in both languages:

100%

Curriculum/materials development:

A framework and suggested thematic units for the Spanish Language Arts program have been developed at the 6th, 7th and 8th grade levels. The APS curriculum guides for the 6th grade Social Studies, 7th grade Life Science, and 8th grade Geography are used for instruction in Spanish and these content areas.

PROGRAM EVALUATION

Evaluator:

The principal and program teachers work with the Foreign Language, Science, and Social Studies Supervisors to evaluate the program.

c/o Mary Ann Ullrich, Foreign Language Supervisor

Arlington Public Schools

1426 North Quincy Street

Arlington, VA 22207

703-358-6097

Evaluation components and procedures:

Items under assessment

Spanish language proficiency

English language proficiency

Academic achievement in Spanish

Academic achievement in English

Procedures/Instruments

Portfolio and proficiency-oriented testing

Portfolio and regular assessment program

Teacher assessment, writing portfolio

Portfolio and regular assessment program

COMMUNITY SUPPORT AND VIEWPOINT**Parent involvement:**

- School visitations, classroom assistance
- Parents are encouraged to meet with the teachers and attend PTA meetings

Community responses to the program:

- Generally supportive, although there is some concern about the low enrollment in the program (enrollment is expected to significantly increase in the 1995-96 school year due to the increase of students from the elementary two-way partial immersion program which feeds into this middle school program)

School Board's view of the program:

- Very supportive; the board views partial-immersion programs as a positive addition to the instructional program and is committed to sustaining a middle school program and providing a high school sequence

Advice to start-up programs:

- Make contact with others who have begun programs and network
- Prepare several years ahead of implementation
- Understand budget and staffing considerations
- Build community support

Most important feature of the program:

- Competent and committed teachers

**Fairfax County Public Schools
Falls Church, Virginia**

Bailey's Elementary Two-Way Partial Immersion

Schools:

Bailey's Elementary
6111 Knollwood Drive
Falls Church, VA 22041
703-820-1863

Contact persons:

Marty Abbott, Coordinator for Foreign Languages
Walnut Hill
7423 Camp Alger Avenue
Falls Church, VA 22042
703-698-0400 ext. 8701

Sari Kaye, Foreign Language Specialist
Walnut Hill
7423 Camp Alger Avenue
Falls Church, VA 22042
703-698-0400 ext. 8672

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Year program began:
1989

Ethnic/racial breakdown of school:
44% Hispanic; 9% Black; 12% White;
34% Asian; 1% Other

Criteria for selecting and accepting students:

Spanish speakers:

First priority at registration—up to 50%

English speakers:

Child's interest, parent support, long-term commitment, sibling, residence within school area

Other non-native English speakers in the program:
Farsi, Urdu, Vietnamese

Recruitment procedures:

- An information letter is sent in January to parents of kindergarten students in area schools
- Notice on Cable TV; informational meetings

Grade level(s) of the program:
1-5

Grade level increases planned:
The program will implement grade 8 by 1997
(Grades 5-6 are at Glasgow Middle School)

Program size:

Grade level	# of Classes	Class size
1	2	20
2	2	20
3	2	16
4	2	16
5	1	16

Funding sources:

Originally, a teaching grant from George Mason University; currently curriculum development funds from school system

Program materials available to others:

- Ten-minute video; thirty-minute video
- Program overview and information
- Evaluation report

Program objectives:

- To master content objectives in Math, Science, and Health
- To develop students' communicative and academic proficiency in the target language and in English
- To enhance students' multicultural awareness and help them develop a more global perspective

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

**Percent of time Spanish
is used for instruction:**

1-5 33%

**Method of separating languages
for instruction:**

By teacher

**Languages used for content area subjects
and electives:**

1-5—*Spanish instruction:*

Math, Science, Health,

1-5—*English instruction:*

Language Arts, Social Studies, P.E., Music, Art

Language of initial reading instruction:

Spanish speakers:

English

English speakers:

English

Instructional grouping:

For English, immersion students are filtered into non-immersion classes.

**Percent of program teachers
proficient in both languages:**

100%

**Percent of program staff
proficient in both languages:**

24%

Additional program staff:

•1 full time bilingual aide

Computer use:

Computer use in English and Spanish

Curriculum/materials development:

Fairfax County Program of Studies is followed in all schools. Teachers are hired in the summer to translate and adapt existing materials.

PROGRAM EVALUATION

Evaluator:

Dr. Wayne Thomas and Dr. Virginia Collier, in conjunction with FCPS personnel
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
703-993-3688

Evaluation components and procedures:*Items under assessment*

Spanish proficiency

Academic achievement in Spanish

Attitudes

Procedures/Instruments

SOPR

Math Program of Studies Test

Survey to teachers, parents, principals

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent councils, liaison to the PTA, school visits, classroom assistance, and language classes

Community responses to the program:

- Very positive and favorable

School Board's view of the program:

- The School Board unanimously approved the immersion program November 21, 1991
- The School Board unanimously approved the middle school program June, 1993
- The School Board approved request for extra staffing June, 1994

Advice to start-up programs:

- Choose a large school
- Make sure the staff understands and is in favor of program
- Market the program.

Most important features of the program:

- Cooperative staff
- Diverse population
- High percentage of Spanish speakers in the school and program
- Students are spread throughout the grade levels

**Milwaukee Public Schools
Milwaukee, Wisconsin**

The Fratney Multi-Cultural Two-Way Bilingual School

School:

La Escuela Fratney
3255 North Fratney Street
Milwaukee, WI 53212
414-264-4840

Contact person:

Rita Tenorio, Program Implementor
3255 N. Fratney Street
Milwaukee, WI 53212
414-372-8173

BACKGROUND INFORMATION

Languages used in the program:
Spanish/English

Grade level(s) of the program:
K(4 year olds)-5

Year program began:
1989

Ethnic/racial breakdown of school:
65% Hispanic; 20% Black; 15% White

Criteria for selecting and accepting students:

Students select the school or parents sign up students for the program. Students from the neighborhood are given preference. In kindergarten, 50% accepted are Spanish-speaking students, 30% are African-American, and 20% are non-African-American and non-Spanish-speaking students. At second grade and above, new students are only accepted if they have some second language background. The aim is to maintain 50% Spanish-speaking students in all grades.

Recruitment procedures:

- Community outreach through posters, neighborhood leafleting, media, open house

Program size

<i>Grade level</i>	<i># of classes</i>	<i>Class size</i>
K4 (a.m.)	1	25
K4 (p.m.)	1	25
K5	2	25
1	2	27
2	2	30
3	2	30
4	1	30
4/5	1	30
5	1	30

Funding sources:
Milwaukee Public Schools

Program materials available to others:

- "Yearbook" documenting the first four years of our program development
- Newsletters, brochure, curriculum information
- Parent Handbook

Program objectives:

- The program will provide quality academic instruction in two languages
- Students will become bilingual and biliterate in English and Spanish
- Students will develop high self-esteem and a positive attitude toward their own language and culture
- Students will learn to respect and have a positive attitude towards other languages and cultures, including an anti-racist perspective
- Students and staff will develop cultural awareness and sensitivity

INSTRUCTIONAL DESIGN AND PROGRAM STAFFING

Percent of time Spanish is used for instruction:
K-5 50%

Method of separating languages for instruction:

K4, K5 and first grade use an alternate day approach. Approximately 60 students at each grade level are divided into two heterogeneous language groups shared by a teacher team (one who teaches in English and one in Spanish) in two classrooms. In grades 2-5, the students are also in separate environments but are on a two-week cycle with 10 sessions in English and 10 in Spanish during the year.

Languages used for content area subjects and electives:

At each grade level, all content areas are taught in Spanish 50% of the time and in English 50% of the time.

Language of initial reading instruction:

Spanish speakers:

Spanish

English speakers:

English

Instructional grouping:

Students are grouped in various ways. Literacy is developed in the native language first, with morning Reading/Writing classes in grades 1-3 grouped by language dominance. Students are in heterogeneous groups for other content area instruction.

Percent of program teachers proficient in both languages:
90%

Percent of program staff proficient in both languages:
90%

Additional program staff:

- 10 paraprofessional bilingual aides (30 hours)
- 3 general aides (30 hours)
- 1 full time program implementor
- 1 full time librarian
- 4 full time Chapter 1 funded teachers

Computer use:

Children do word processing in English and Spanish. Computers are used to make student-made books.

Curriculum/materials development:

Teachers have developed a thematic curricular approach.

PROGRAM EVALUATION

Evaluator:

Milwaukee Public Schools
 P.O. Drawer 10K
 Milwaukee, WI 53201-8219

Evaluation components and procedures:*Items under assessment*

L2 Spanish/English proficiency

Academic achievement in English/Spanish

Formal district assessments

Procedures/Instruments

Second language performance assessment
 checklists

Teacher-designed checklists, district whole
 language assessments, Literacy Bands checklists,
 CGI math assessments

Third Grade Wisconsin State Reading Test
 (English and Spanish), fourth and fifth grade
 holistic writing assessment (English and Spanish),
 ITBS in fifth grade (English only)

COMMUNITY SUPPORT AND VIEWPOINT
--

Parent involvement:

- Parent committees, school visits, parent classroom coordinators, and classroom assistance
- Site-based Management Council, Parent Curricular Committee, "Friends of Fratney," Chapter 1 parent involvement, Family Story Night

Community responses to the program:

- Our school is the focal point of a multi-ethnic neighborhood which has been deeply involved in the development of the educational program at Fratney. Parents, staff and the community play an active role in the school. Together we work to provide a quality program that sets high standards for all students. We have received local recognition for our unique program as well as being highlighted in several national publications.

School Board's view of the program:

- Positive

Most important features of the program:

- Common vision by staff
- Large parental involvement
- Democratically-run school
- Commitment to anti-racist, multicultural curricula

ABC Unified School District 41, 45
 Abingdon City Public Schools, 571
 Academy of the Americas, 355
 Agassiz, 307
 Albuquerque Public Schools, 371
 Alexandria City Public Schools, 571, 575, 579, 583
 Alianza School, 187
 Altadena Elementary School, 37
 Alum Rock Union School District, 151
 Alvarado Elementary School, 371
 Alvin S. Hatch Elementary School, 81
 Anchorage School District, 1
 Atlantic City Public Schools, 363
 Azevada Elementary School, 73

Bailey's Elementary, 587
 Bay Shore Union Free School District, 375
 Barstow Unified School District, 49
 Barbieri School, 335
 Beacon City School District, 379
 Beamer Park Elementary School, 195
 Benjamin Cosor Elementary School, 387
 Blackheath Elementary School, 399
 Blacow Elementary School, 73
 Boston Public Schools, 307, 311, 315, 319, 327, 331
 Boulder Valley Schools, 203, 207
 Broadview Elementary, 247
 Brook Avenue School, 375
 Buena Vista Alternative Elementary School, 137
 Buffalo City School District, 383
 Burleson Elementary School, 563
 Bush Elementary School, 523

Cabrillo Unified School District, 81
 Cahuenga School, 93
 Cali Calmécac, 191
 Cambridge Public Schools, 323
 Capistrano Unified School District, 125
 Caribbean Elementary School, 231
 Casey Middle School, 203
 CES #88 (CSD 9, Bronx)
 Cesar Chávez, 267
 Chicago Public Schools, 259, 263
 Clarendon Alternative Elementary, 141
 Cleveland Elementary, 145
 Clinton Avenue Language Academy, 215
 Community School District 8 (Bronx), 411
 Community School District 9 (Bronx), 415
 Community School District 10 (Bronx), 419
 Community School District 11 (Bronx), 423
 Community School District 15 (Brooklyn), 427
 Community School District 16 (Brooklyn), 431
 Community School District 19 (Brooklyn), 435, 439

Community School District 20 (Brooklyn), 443
 Community School District 23 (Brooklyn), 447
 Community School District 1 (Manhattan), 451
 Community School District 2 (Manhattan), 455
 Community School District 3 (Manhattan), 459, 463, 467, 471, 475, 479, 483
 Community School District 4 (Manhattan), 487, 491
 Community School District 5 (Manhattan), 495
 Community School District 6 (Manhattan), 499, 503
 Community School District 27 (Queens), 507
 Community School District 30 (Queens), 511
 Community Unit School District, 255
 Coral Way Bilingual Elementary School, 235
 Crockett Elementary, 531
 CS #161, Don Pedro Abizu Campos (CSD 5, Manhattan), 495
 CS #129, John H. Finley (CSD 5, Manhattan), 495
 Culver City Middle School, 53
 Culver City Unified School District, 53

Dade County Public Schools, 235, 243
 Dade County School District, 231, 239
 Davis Bilingual Magnet School, 25
 Davis Joint Unified School District, 57
 Dearborn Public Schools, 351
 DeLaveaga Elementary School, 163
 Denker Avenue School, 93
 Detroit Public Schools, 355
 District 299—Chicago Public Schools, 267, 271, 275, 279, 283, 287, 291, 295
 Don Pedro Albizu Campos, see PS #161
 Dorothy deLacey Early Childhood Education Center, 255
 Dual Language Middle School (CSD 3, Manhattan), 483

Eastwood Heights Elementary, 547
 Ecole Bilingue, 303
 Edgewood Independent School District, 539, 543
 Edison Elementary, 145
 Edison Elementary School, 167
 Edwin Markham Elementary, 179
 Elias Brookings School, 347
 Elliot Elementary School, 41
 El Paso Independent School District, 539, 543
 Emerson Spanish Immersion Learning Center, 359
 Englewood Public Schools, 367
 Escuela Bilingüe Washington, 207

Fairfax County Public Schools, 587
 Fallbrook Street School, 61

INDEX

- Fallbrook Union Elementary School District, 61, 65, 69
 Fallsburg Central School District, 387
 Federal Street School, 343
 Fiesta Gardens International School, 159
 Fitch Mountain School, 85
 Fort Lupton School District RE-8 211
 Foss Creek Elementary, 85
 Framingham Public Schools, 335
 Frank W. Reilly School, 271
 Fremont Unified School District, 73
 French-American School of New York, 395
 Fullerton Joint Union High School District, 77
- Gates Elementary, 121
 George Pullman Elementary, 275
 Glen City Elementary School, 171
 Golden Gate Elementary, 145
 Goose Creek Consolidated Independent School District, 531, 535
 Government Hill Elementary, 1
 Grand View Boulevard School, 97
 Grover Cleveland, 311
- Hamilton Elementary School, 403
 Hamlin Street School, 101
 Healdsburg Union School District, 85
 Helen C. Peirce School of International Studies, 279
 Herman Badillo Bilingual Academy, 76
 Herod Elementary School, 551
 Highland Elementary School, 523
 Hinkley Elementary/Middle School, 49
 Hollibook Elementary, 555
 Hollinger Elementary School, 21
 Holyoke Public Schools, 339
 Houston Independent School District, 551
- Inter-American Magnet School, 259
 Iris Becker, 351
 IS #302 (CSD 19, Brooklyn), 439
 IS #136, Harriet Beecher Stowe (CSD 6, Manhattan), 503
- James F. Oyster Bilingual Elementary School, 227
 John Adams Elementary School, 567
 John Adams Middle School, 167
 John H. Finley, 495
 John Gill, 117
 John F. Kennedy Magnet School, 515
 John Marshall School, 327
 John Muir Middle School, 155
 Joseph Brennemann School, 283
 Joseph J. Hurley Elementary, 319
- Kanoon Magnet, 287
 Kennedy Elementary School, 523
 Kennedy School, 323
 Key Elementary School, 575
- La Escuela Fratney, 591
 La Paloma, 69
 Las Palmas Elementary School, 125
 Lazear Elementary School, 109
 Lee Elementary, 129
 Lee Junior High School, 199
 Lido Elementary School, 399
 Limerick Avenue School, 101
 Lindell Elementary, 399
 Long Beach City School District, 399
 Long Beach Unified School District, 89
 Lorenzo DeZavala Elementary, 535
 Los Angeles Unified School District, 93, 97, 101
 Lufkin Independent School District, 559
 Luis Muñoz Marín, see PS #314
- MacArthur School, 299
 Magnet Middle School for the Arts, 339
 Maie Ellis School, 65
 Marjory Stoneman Douglas Elementary School, 239
 Mary G. Clarkson School, 375
 Maynard School, 323
 Meyer School, 151
 Milwaukee Public Schools, 591
 Minneapolis Public Schools, 359
 M.L. King Elementary School, 5
 Mt. Vernon Public Schools, 403
- Napa Valley Unified School District, 105
 New Haven Public Schools, 215
 New Jersey Avenue School, 363
 Newburgh Enlarged City School District, 407
 Niemes Elementary School, 45
- Oakland Unified School District, 109
 Oakridge Elementary School, 579
 Oakwood Primary Center, 391
 Orion, 117
- Pajaro Valley Unified School District, 187
 Parkchester School, see PS #106x
 Parkway School, see PS #103x
 Pasadena Unified School District, 37
 Patrick Henry Elementary School, 89
 Pomona Unified School District, 113
 Pompano Beach Middle School, 251
 Port Chester-Rye Union Free District, 515
 Potter Thomas School, 527
 PS #60 (CSD 8, Bronx), 411
 PS #62 (CSD 8, Bronx), 411

PS #75 (CSD 8, Bronx), 411
 PS #9 (CSD 10, Bronx), 419
 PS #106x, The Parkchester School (CSD 11, Bronx), 423
 PS #103x, The Parkway School (CSD 11, Bronx), 423
 PS #1 (CSD 15, Brooklyn), 427
 PS #304 (CSD 16, Brooklyn), 431
 PS #13 (CSD 19, Brooklyn), 435
 PS #302 (CSD 19, Brooklyn), 439
 PS #332K (CSD 23, Brooklyn), 447
 PS #155K (CSD 23, Brooklyn), 447
 PS #19 (CSD 1, Manhattan), 451
 PS #1 (CSD 2, Manhattan), 455
 PS #75 (CSD 3, Manhattan), 459
 PS #84 (CSD 3, Manhattan), 463
 PS #87 (CSD 3, Manhattan), 467
 PS #144 (CSD 3, Manhattan), 471
 PS #165 (CSD 3, Manhattan), 475
 PS #191 (CSD 3, Manhattan), 479
 PS #7, Bilingual Bicultural Arts School (CSD 4, Manhattan), 483
 PS #112, Bilingual Center (CSD 4, Manhattan), 487
 PS #83, Bilingual Bicultural Mini School (CSD 4, Manhattan), 491
 PS #121, Bilingual Learning Center (CSD 4, Manhattan), 491
 PS #98, Discovery School (CSD 6, Manhattan), 499
 PS #60 (CSD 27, Queens), 507
 PS #11 (CSD 30, Queens), 511

Quarles School, 367

Rafael Hernandez Elementary School, 315
 Redwood City School District, 117
 Regional Multicultural Magnet School, 219
 River Glen Elementary, 155
 Rivera Elementary School, 539
 Rochester City School District, 519
 Rock Point Community School, 13
 Rodolfo Lozano Bilingual & International Study Center, 291
 Roosevelt School District, 5, 9
 Roseland Elementary School, 175
 Roskrige Elementary School, 29
 Roskrige Magnet Middle School, 33
 Ruben Salazar Bilingual Education Center, 295
 Rusk Elementary School, 543

Sabin Magnet School, 263
 Saddleback Valley Unified School District, 121
 Salem Public Schools, 343
 San Diego City Schools, 129, 133

San Francisco Unified School District, 137, 141, 145
 San Jose Unified School District, 155
 San Mateo-Foster City School District, 159
 Santa Cruz City Schools, 163
 Santa Monica High School, 167
 Santa Monica-Malibu Unified School District, 167
 Santa Paula Elementary School District, 171
 Sarah Greenwood School, 331
 Schaumburg School District, 54, 299
 School Board of Broward County, 247, 251
 School District of Philadelphia, 527
 Slack Elementary, 559
 South Avenue School, 379
 South County School, 375
 South Huntington School District, 391
 Southside Elementary School, 243
 Spring Branch Independent School District, 555
 Springfield School District, 347
 Sunny Hills High School, 77

Temple Hill Academy, 407
 Tuba City Primary School, 17
 Tuba City Unified School District, 15
 Tucson Unified School District, 25, 29, 33
 Twombly Primary, 211

Vacaville Unified School District, 179
 Vallejo Mill Elementary School, 73
 Valley Center Elementary - Lower School and Upper School, 183
 Valley Center Middle School, 183
 Valley Center Primary School, 183
 Valley Center Union School District, 183
 Valley View Elementary School, 9

Wah Mei School, 149
 Washington, D.C. Public Schools, 227
 Washington Elementary School, 133
 Weigand Avenue School, 97
 West Davis Elementary, 57
 West Davis Intermediate School, 57
 Westmont Elementary School, 113
 Westwood Elementary, 105
 Williamsburg Middle School, 583
 Wilton Place School, 93
 Windham Center, 223
 Windham Public Schools, 223
 Windsor Union School District, 191
 Woodland Joint Unified School District, 195, 199

Ysleta Independent School District, 547

List of Abbreviations Used

AGS	Social Skills Rating Scale (American Guidance Service)
ASAP	Arizona Student Assessment Program
BINL	Basic Inventory of Natural Language
BSM	Bilingual Syntax Measure
CAP	California Assessment Program
CAS 2	California Assessment Program
CAT	California Achievement Test
CIRC	Cooperative Integrated Reading and Composition
CLAS	California Learning Assessment System
CMi	Computer Managed Instruction
COPE	Center for Applied Linguistics (CAL) Oral Proficiency Exam
CRT	Criterion-Reference Test
CSD	Community School District
CTBS	Comprehensive Test of Basic Skills
CWT	City Wide Test
DBE	Developmental Bilingual Education
DRP	Degrees of Reading Power
ELE	Examen de Lectura en Español
EO	English Only
EP	English Proficient
ESI	Early Screening Inventory
ESL/GED	English as a Second Language/ General Education Diploma
ESOL	English for Speakers of Other Languages
ESPET	Elementary Science Program Evaluation Test

Directory (Revised 1995)

FEP	Fully English Proficient
FLA	Functional Language Assessment
FLAR	Family Literacy and Resources
GED	General Education Diploma
GESA	Gender Equity Student Achievement
IDEA	IDEA Oral Language Programs
IGAP	Illinois Goal Assessment Program
IOLPT	Ideal Oral Language Proficiency Test
IPT	IDEA Oral Language Proficiency Tests
ISEP	Indian School of Equalization Program
ITAS	Individual Test for Academic Skills
ITBS	Iowa Test of Basic Skills
L ₁	Primary or native language
L ₂	Second language
LAB	Language Assessment Battery
LAPA	Language Arts Proficiency Assessment
La Prueba	
LRT	La Prueba Riverside Test
LAS	Language Assessment Scales
LAS-O	Language Assessment Scales-Oral
LAS R/W	Language Assessment Scales-Reading/Writing
LEP	Limited-English Proficient
MAC	Maculaitis Language Assessment
MAT	Metropolitan Achievement Test
MECC	Minnesota Educational Computer Consortium

Directory (Revised 1995)

MRT	Metropolitan Reading Test
NAPT	Norm-referenced Assessment Program for Texas
NCE	Normal curve equivalent
NEP	Non-English proficient
P.E.	Physical Education
PEP	Pupil Evaluation Program (reading, writing, math)
PET	Program Evaluation Test (social studies)
Pre-LAS	Pre-Language Assessment Scales
PTA	Parent Teacher Association
PTSO	Parent Teacher Student Organization
RSL	Russian as a Second Language
SABE	Spanish Assessment of Basic Education
SFL	Spanish as a Foreign Language
SLAPA	Spanish Language Arts Proficiency Assessment
SOLOM	Student Oral Language Observation Matrix
SOPR	Student Oral Proficiency Rating Scale
SPA	Santillana Program Assessments
SRA	Science Research Associates
SSALD	Step by Step Assessment to Language Dominance (Cambridge School Department)
SSL	Spanish as a Second Language
Stanford	Stanford Achievement Test
TAAS	Texas Assessment of Academic Skills
TALL	Technology Applied Linguistic Learning (software)
TOBE	Test of Basic English
VALE	Vamos a Leer Escribiendo
WROL	Window Rock Oral Language